DOCUMENT RESUME

ED 160 841 08 CE 018 136

AUTHOR Bernhardt, Edna Erickson
TITLE 5-6 Career Guidance Activities. Upper Elementary Classroom Activities.
INSTITUTION Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
SPONS AGENCY Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
PUB DATE 77
GRANT G007500339
NOTE 155p.; For related documents see CE 018 134-135 ; Colored pages may not reproduce clearly

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS *Activity Units; *Career Awareness; *Career Education; Elementary Education; Elementary School Guidance; Fused Curriculum; Grade 5; Grade 6; Learning Activities; *Occupational Guidance; Teaching Guides

ABSTRACT

Thirty classroom activities in career guidance for grades 5-6 are presented in this guide, one of a series of three for elementary curriculum infusion. The activities are organized into three areas: interpersonal effectiveness, work and interpersonal life skills, and life career planning. Each activity lists subject matter area (e.g., language arts, sciences, social studies, math), class grouping, time needed, concepts and vocabulary, teacher preparation tasks, materials/resources, skills required of the students, and the steps for completing the activity. A resource section contains materials (to be reproduced) for the activities: games, transparencies, questionnaires, and sample letters to parents and community members. The appendixes list the student behavior goal for each activity in relationship to the Georgia Comprehensive Career Guidance Project list of thirty goals. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED160841

5-6 Career Guidance Activities

UPPER ELEMENTARY CLASSROOM ACTIVITIES

BY

EDNA ERICKSON BERNHARDT

Department of Counseling and Personnel Services

College of Education

University of Missouri - Columbia

CE 018 136

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Anne Maughan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

GEORGIA CAREER GUIDANCE PROJECT
ELEMENTARY SCHOOL

Director:	Earl J. Moore
Project Supervisor:	J. Paul Vail
Project Coordinator:	Ray Bouchillon

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education and Welfare under Grant # G007500339. The opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

© 1977 Georgia Department of Education

CE018136

Acknowledgements

The writer wishes to acknowledge the work of Margaret Gunderson and Nancy Milner in relating ideas from the student competencies.

High quality assistance was provided by our secretary, Melanie Strodtman, in coordinating the typing. Dan Stapleton supplied the art work which divides the sections.

TABLE OF CONTENTS

INTRODUCTION 1

INTERPERSONAL EFFECTIVENESS ACTIVITIES 7

1. ATTITUDE GLASSES 8
2. BASIC HUMAN NEEDS 10
3. "I" MESSAGES 12
4. GROUP DISCUSSION ROLES 15
5. FINDING YOUR PLACE 22
6. MANAGING CONFLICT 24
7. TIME LINE AUTOBIOGRAPHIES 27
8. LITTLE BROTHER'S "MOCCASINS" 30
9. INTERESTS CHANGE 32

WORK AND LIFE SKILLS ACTIVITIES 35

10. NECESSITIES AND NON-NECESSITIES . . . 36
11. SCHOOL HELPS 41
12. ADULTS WORK TOGETHER 43
13. INTRINSIC AND EXTRINSIC 46
14. BETTY, MINI AND HOPE 48
15. THINGS, IDEAS OR PEOPLE 50
16. WORK AND LEISURE 51
17. PURPOSE OF WORK 53
18. NON-WORK ACTIVITES 55
19. ROLES 57
20. JOBS AND ABILITIES 59

LIFE CAREER PLANNING ACTIVITIES 61

21. VALUES AND LIFE STYLE 62
22. CRITICAL DECISIONS 65
23. ALTERNATIVES, RISKS AND CONSEQUENCES . . . 67
24. PLANNING POWER 71
25. SQR^3 AND PHILATELY 73
26. MAKE A SPEECH 75
27. EVALUATING PROGRESS 78
28. MATCHING PEOPLE WITH JOBS 82
29. OTHERS LEARN EVERYWHERE 85
30. TRY IT: YOU'LL GROW 86

RESOURCE SECTION 88

APPENDIX A 145

APPENDIX B 146

APPENDIX C 147

BIBLIOGRAPHY 148

INTRODUCTION

WHAT'S THIS?

This is the third in a series of three units of elementary classroom activities in career guidance. it has been developed for students in their upper elementary school years at the 5-6 developmental levels. The activites are organized into the three broad domains of the Georgia Comprehensive Career Guidance Model.

IS IT PRACTICAL?

The activities were prepared by a classroom teacher with classroom teachers in mind. Some have been read and "field tested" by classroom teachers. Every effort has been extended to make them practical. They are:

self-contained. They require materials and resources which are universally available. The activities are not built around audio-visual aids, which are sometime difficult to get.

easy to use. Each activity contains a process description prefaced by vital information for the educator who will teach

the activity. The pages have been color-coded by domains:

blue = INTERPERSONAL EFFECTIVENESS

yellow = WORK AND LIFE SKILLS

pink = LIFE CAREER PLANNING

white = Resource Section

(The format is adapted from that devised by inspired colleagues on the Missouri Career Education Curriculum Project.)

complete. The Resource Section pages are hands-on materials for the students: questionnaires, games, transparencies, and sample letters to parents and community members. These pages are printed on white paper, so you can make a Xerox copy. Then use a Thermofax machine to get a spirit duplicator master (or a transparency for the overhead projector). You then use the master to "run off" the required number of copies on your "ditto" machine. Each activity spells out the process, discussion points, materials, educator's preparation tasks, and student skills.

adaptable. While the activities have been thoroughly thought through, the educator is encouraged to adapt them to students' abilities, interests, learning styles, and attention spans. Feel free to enhance them with your own audio-visual materials.

infusible. Each activity develops skills from subject matter curriculum areas and from the Georgia Comprehensive Career

Guidance Project list of 30 goals. Thus, the activities are integrated with the basic subject matter skills you are now teaching. In many cases the Career Guidance activities can serve as "triple whammy," relevant, motivating introductions to your subject matter units. Do infuse them with your academic curriculum. Suggested subject matter areas are given under EDUCATOR'S INFORMATION of each activity. Resource persons are suggested to come and tell the students how they use these subject matter skills, thus testifying that what they learned in school is, indeed, relevant. In addition, Career Guidance concepts help students to be successful in interpersonal relations, self acceptance, responsibility, study skills, work habits, decision making, and planning crucial aspects of their life careers.

personal. The activities have been based on this writer's elementary classroom teaching and student teaching supervision experiences. There are messages written in boxes which come from this personal experience. These messages present:

-reminders.

-insights.

-encouragement.

-cautions.

-management tips.

-suggestions for relating the activities to the

worlds of work, leisure, family life, and citizen participation.

-and, above all, support. Your willingness and the professional application of yourself and your skills will help students prepare themselves for life in a complex, challenging, and exciting world.

HOW CAN I GET THE MOST FROM MY EFFORT?

READ through the modules to get a feel for the domains and format. Also become familiar with the contents of the Methods guide. Read through the entire activity before teaching it, making notes on adaptations for your students. Check the thesaurus for synonyms to help define vocabulary words if necessary. Gather supplies and set up small groups where necessary.

Make use of your school GUIDANCE COUNSELOR. This person is a valuable resource of techniques, information, and materials. He or she can suggest helpful titles for your professional library on topics such as values education, self and others, and/or decision-making and planning. Invite your counselor to help teach and evaluate the success of the activities. This person can help set up files of Community Resource Persons to be used by the whole school. The elementary counselor is a vital member of the educational team.

Let the CLASSROOM ENVIRONMENT evolve as you leave up students'

work, charts, and posters. When you take down students' illustrations, make them into booklets. Place them on the chalk ledge. Let these accumulate throughout the year. They will serve as review and as Decision Time browsing material.

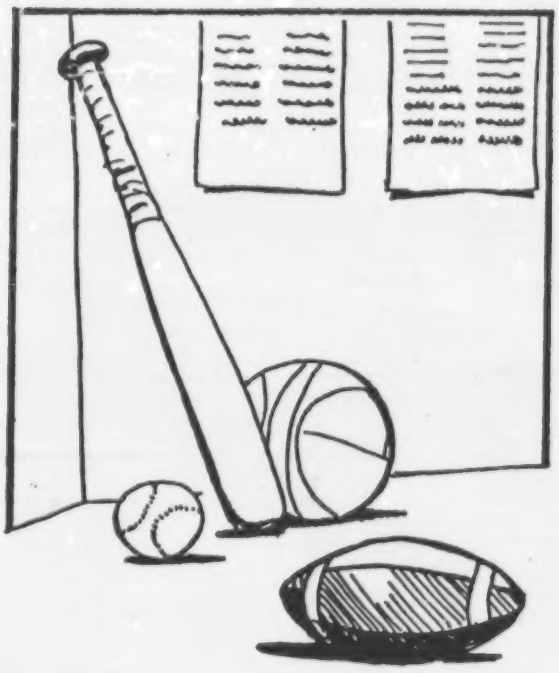
Set up DECISION TIME CHOICES for students' spare time. To be sure that even the slower workers get to choose, schedule a regular Decision Time each week. (See Activity Twenty-five of EARLY ELEMENTARY CLASSROOM ACTIVITIES for more details.)

Try for a facilitative CLASSROOM CLIMATE in which students feel free to try new things and take risks. Show them your mistakes and your strengths. Use positive reinforcement for effort as well as for success. Encourage students to try things, to find out about their interests. Get yourself organized so that, when you are "teaching," you can focus on the students rather than on the "script." Gone are the days of straight rows of desks nailed to the floor. Use your classroom furniture to suit your needs. Don't let it use you.

Get the PARENTS' COOPERATION. You may want to send them a friendly letter at the beginning of the year. Introduce yourself and your Career Guidance program. Assure them that this will not take time away from the "three r's," but will help to point out the relevance of school subjects to the world of work. Tell them of your plan to use adults as resource persons to tell the students about the world of work.

TAKE CARE OF YOURSELF. So many people draw from the well of your resources that it's only natural to feel drained. Take a few minutes each day to relax and do something that rejuvenates you. Drink deeply

for a moment of the pleasure you derive from something you really enjoy, and don't suppress your sense of humor. Best wishes in this important task.



INTERPERSONAL EFFECTIVENESS DOMAIN

The activities in this domain deal with:

(1) human relations skills.

(2) relating with significant others.

(3) self validation.

(For a complete list of teaching points, see Appendix A.)

ACTIVITY ONE: ATTITUDE GLASSES

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Art

Class Grouping Small groups

Total Time One class period

Concepts and Vocabulary Attitudes, gloomy, angry, suspicious

Educator's Preparation Tasks Divide the class into small groups of about eight in each group. For each group make three pairs of play glasses with red, yellow, and blue lenses (see Resource section page 89). For each group prepare a sack containing small pieces of red, yellow, and blue paper.

Materials/Resources Three colors of cellophane paper: red, yellow, and blue

Skills Interpreting information, relating information to oneself, comprehending, group work skills

PROCESS

a. To introduce the activity, hold up the glasses. Say that these are special because they are attitude glasses. When you put these glasses on, you put on the same attitude or feeling as the glasses. Because of this attitude you often see things and respond according to that attitude. That attitude, in other words, colors your thinking and your reaction. Oftentimes when someone is feeling angry (hold up red glasses) and acts toward us in an angry way, we react also in an angry way: our thinking is colored by the other person's attitude. The way a person behaves influences the way others respond to him or her. The same can be true of a gloomy attitude (hold up the blue glasses) or of a suspicious attitude (hold up the yellow glasses). Spend a few moments having students demonstrate body movement with these three attitudes to be sure they get into the spirit of the activity.

b. When small groups are formed, students will take turns being IT. IT draws a slip of colored paper from the sack. This person will then role play an expression of anger (red paper), suspicion

(yellow paper), or gloominess (blue paper): this will be determined by the color of paper drawn from the sack. He or she will also name a person to role play a response.

The responder will then put on the corresponding attitude glasses and role play a response reflecting ITs feelings.

c. Summarize the activity by having students make "I learned. . ." statements. You may need to stimulate them to think about the following concepts.

1. The way we see things is colored by our attitudes.
2. Feelings and attitudes affect a person's behavior.
3. The way a person behaves influences the way others react to him or her.
4. One person's response is not necessarily the same as another's.

> For your next creative writing topic, have each student write about a time when a specific action on his or her part influenced another person's reactions toward him or her.

> See the Bread and Butterflies film "I Agree, . . . You're Wrong". The curriculum guide presents excellent suggestions for expanding this activity.

This activity was adapted from Amatea, 1975.

ACTIVITY TWO: BASIC HUMAN NEEDS

EDUCATOR'S INFORMATION

Subject Matter Area Music, Health, Language Arts

Class Grouping Small groups

Total Time One class period

Concepts and Vocabulary Maslow's basic human needs, physiological, safety, love, esteem, self-actualization, rights, responsibilities, violate

Educator's Preparation Tasks Duplicate for each student a copy of Resource section p. 90.

Materials/Resources Blank paper for each group, a large piece of butcher paper

Skills Listen, comprehending, group work skills

PROCESS

a. Ask the students to help you compile a list of human needs. After you have a dozen or so items, introduce Maslow's hierarchy of basic human needs (Stephens and Evans (1973) p. 600). Tell them that a psychologist named Abraham Maslow has grouped these needs: physiological needs, safety needs, love needs, esteem needs, and self-actualization needs. Distribute copies of Resource section p. 90, BASIC HUMAN NEEDS. Maslow describes these needs in a hierarchy; that is, a very hungry person has to have his or her physiological need for food met before he or she can have love needs met. Imagine that it is 12:30 and you are all very hungry. You also have a need to be loved and to feel that you have a place in this school. Instead of serving food today, the cooks appear before you and tell you how much they love you. They walk through the assembly and give hugs and handshakes. But before your need for love can be met, your physiological need - hunger - must be met. To be more meaningful, the cooks should serve lunch first and then meet your need for love and affection.

Read through the page and ask students for an example of a need from each category.

Divide the class into small groups. Assign to each group the task of brainstorming a list of friendly behaviors people use to meet their needs for affectionate relationships and belonging. Tell them that in a brainstorm they list any idea that comes to mind, no matter how wild.

b. For the next step have them go through and make a check mark beside any behaviors on their lists that:
   - are against the law.
   - violate the rights of others.
   - violate their own rights.

c. Process the activity by posting a large piece of butcher paper on which you have written Maslow's needs across the top. Tell students that many of the songs or jingles which advertise commercial products were devised to focus on basic human needs, rather than on the merits of products. Ask students to think of examples of such products. They should write them on the chart in their spare time. Several days later, compare the numbers in the various categories. Very likely most of the commercials will appeal to love, esteem, and self-actualization.

Adaptation

The topic of (c) above might be instead popular songs by such entertainers as Helen Reddy, Alice Cooper, or David Soul.

ACTIVITY THREE: "I" MESSAGES

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts

Class Grouping Five small groups

Total Time Three class periods

Concepts and Vocabulary Relationship, friendship, mutual respect, words that label feelings, synonyms, dictionary, thesaurus, specific behavior, problem ownership

Educator's Preparation Tasks Read through the entire activity. Prepare the chart described in (d) below. Read Gordon, 1970, Chapters 6 and 7 (optional).

Materials/Resources Five long strips of adding machine paper or something similar, five paper sacks, scissors

Skills Listening, comprehending, relating information to oneself, speaking, group work skills

> Infuse this Career Guidance concept with any or all of the following Language Arts skills:
> -synonyms
> -developing vocabulary
> -slang
> -idioms
> -spelling
> -use of dictionary
> -use of thesaurus
> -categorizing words

PROCESS

a. For this first class period divide the students into five small groups. Select a volunteer to be recorder for each group. Give to each recorder a long strip of paper (adding machine tape would do nicely) on which they are to brainstorm a list of words which

describe feelings. Introduce the word synonym: a word having the same or nearly the same meaning. Participants can look up synonyms of the brainstormed words when they get stuck. This is an excellent opportunity to review the use of a thesaurus. If you have enough, give a few thesauri and dictionaries to each group. Have each group compile a list of words that describe feelings. Allow 10-15 minutes. Then have each recorder read the group's list aloud. When finished, develop with the students the idea that there are many words which can be used to describe our feelings.

b. For this next class period, you will cut the adding machine tapes into small paper strips with one word on each strip. Divide the strips equally among five paper sacks. Arrange the students in their original small groups from (a) above. Each student will draw a strip from the sack and will try to think of a situation where he or she could have had, or did have, that feeling. The student will use that word in an "I" message. He or she will also state in that sentence the situation related to the feeling. The sentence will be: "I feel/felt _____ because _____." Allow each student a couple of turns.

c. Now have the students imagine themselves expressing a feeling to a family member or good friend--someone with whom they share mutual respect. They will again draw a feeling word label from the sack. This time they are to imagine that the feeling was caused by a behavior or an action of the other person. The student will use the word in an "I" message and will name a specific behavior or action of the imagined person as the cause of those feelings. The sentence to complete is: "I feel/felt _____ because you _____."

> The teacher may need to be alert to words that cause problems. In this case, the student may draw a different strip.

d. Process the activity by giving information about when "I" messages are appropriate. "I" use them when "I" am the one who is upset; when "I" own the problem. No one else in the relationship feels upset; "I" own the problem. When I can say "The problem is mine," that's when I use an "I" message to express my problem or upset feelings. These messages are helpful to people who respect and care about each other. They don't work very well with people who

don't care about one another and who don't have a relationship of respect. Now tell the students that "I" messages take practice, effort, and some risk.

Imagine Joe and Tracy standing in the hall by the open locker they share. For no apparent reason Joe says to Tracy, "You are a smelly, rotten stinkbug!" and walks away angrily. Tracy has no idea why Joe said that but yells after him, "So are you!" Now they're both upset, and neither knows why.

Let's start again with this little scene and pretend that Joe uses an "I" message in the hall by the open locker they share. Joe says to Tracy, "I feel like throwing up because moldy tennis shoes make me sick." The "I" message accomplishes two things:

(1) Joe feels better because he took care of his own need to express his upset feelings.

(2) Tracy has a chance to change his behavior (take the tennis shoes home for a washing) if he chooses to do so.

Ask students to think of other advantages and problems of using "I" messages. Urge them to try the "I" message with family and friends and to use it when they have a problem. They can write their pros and cons in Decision Time on a chart which you have labeled:

"I" MESSAGES	
Advantages	Problems

Leave the chart up for several weeks. You add to it also. Then you may want to spend a few minutes reviewing the information in (d) above.

Save the five sacks of feeling word labels for a subsequent activity.

ACTIVITY FOUR: GROUP DISCUSSION ROLES

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Social Studies

Class Grouping Whole class, groups of 10

Total Time Four class periods

Concepts and Vocabulary Roles

Educator's Preparation Tasks Read entire activity. Copy Resource pages 91-93.

Materials/Resources A crayon for each group, paste for each group, a scissor for each group, a sack of feeling word labels (prepared in ACTIVITY THREE)

Skills Listening, comprehending, relating information to oneself

> In ACTIVITY FOUR of INTERMEDIATE ELEMENTARY CLASSROOM ACTIVITIES (Developmental Levels 2-4), the roles of Leader and Listener were presented in the context of one-to-one interactions. In this activity, these two roles are presented again, but in the context of group interaction.

PROCESS

a. Present a chart listing the following group communication roles: leader, listener, gatekeeper, advocate, distractor, and non-talker. Explain that these roles are not assigned, they are assumed - people develop into these in group situations.

In ACTIVITY FOUR of INTERMEDIATE ELEMENTARY CLASSROOM ACTIVITIES, we looked at the behaviors of leaders and listeners. We will review these in greater depth and then learn about the other group member roles.

Write each role on the chalkboard. Then, as you speak, write the underlined behaviors under each role.

LEADER

Speak up — You have something to say and it is important. Therefore, it is also important that you say it so that everyone can hear. Sometimes this is scary. Everyone gets scared about speaking up some of the time because they get the feeling that others will laugh at them or think that what they say is dumb. So you must

Risk — "risk" because the more ideas people hear, however insignificant they may seem, the more they have to think about and the more understanding they will have.

Tell how you feel and why — When you speak, tell both how you feel--mad, disgusted, happy, excited -- and why you feel that way. There is a lot of difference between saying, "I hate baseball because I can't play well," and saying, "Baseball is a stupid game." The first way, you "own your feelings." The second way, you make it sound like everyone should feel the same way. When we own our feelings, each of us can have a different point of view and still understand each other (Thompson, (1975), pp. 33-34).

Remind the students that there is another role that is just as important as the LEADER role. When someone risks telling you how he or she feels and why, it is very important that others show they have listened and understood.

LISTENER	
Look at the speaker	Looking at the speaker helps him or her know we are listening.
Repeat how the other person feels and why	It is important that people know you are listening to them, but it is also important that they know you understand them. You can do this by repeating in your own words how the other person feels and why.

Now stop here and develop the concept of active listening. Bring out the five sacks of feeling word labels used in ACTIVITY THREE, "I" MESSAGES. Assemble the students in five small groups. Give to each group a sack. Direct them to sort the feeling word labels into two categories: those feelings which cause pleasure and those feelings which cause pain. They will then prepare a sheet of paper and paste them under the headings of their choice.

LABELS FOR FEELINGS	
Pleasant	Unpleasant

> Brace yourself for some disagreements. Encourage them to "talk it out" so they understand another person's thought processes.

Process this step by saying we can repeat the other person's feelings. But we don't have to use the exact same word. Then we might sound like Polly the Parrot, who doesn't know or care what she's saying. But we can interpret the other person's feelings and say that back. Remember Joe and Tracy standing at the open locker they share? Joe said, "I feel like throwing up because of the moldy tennis shoes." Tracy can interpret the feeling of throwing up as either pleasant or unpleasant and reflect that back. He can think of an appropriate substitute for the word unpleasant and reflect both the content and the feeling Joe expressed. He might say, "You feel sick because you hate dirty tennis shoes."

Ask for pairs of volunteers to role play Leader and Listener in this situation. Read the situation aloud:

> You have a problem you want to risk talking about. Your problem concerns a bully who is constantly challenging you to fight on the way home from school. You don't want to fight because that gets you into trouble with your parents and with the principal. You don't know what to do (Thompson, 1975, page 37).

Remind them of the Leader's role: Speak up; take a risk; tell how you feel and why. Remind them of the Listener's role: Look at the speaker; repeat or interpret how he or she feels and why.

b. For this next class period, present the roles of Gatekeeper and Advocate. Write the underlined words on the chalkboard as you elaborate on these roles.

GATEKEEPER

> There are many things which help people to talk to each other with more understanding.

Sometimes, when people are talking, someone feels left out. It is easy to get the feeling that no one cares about how you feel. It may even seem as if there is a wall between you and the people talking. The Gatekeeper is one who opens the gate and helps others come into the conversation.

Be an observer	The Gatekeeper must first be an observer. He must see who is being left out. Then he must show concern.
Show concern	He must let that person know that he is opening the gate and wants that person to come in.
Tell how you feel when others are left out and why	To do this he must tell that person how he feels and why he feels that way. For instance, "Mary, I'm worried about you because you haven't said anything. I wonder what you're thinking about" (Thompson, 1975, page 41).

Introduce the role of Distractor.

DISTRACTOR

	You are going to disturb the discussion. You really would like to talk to the group but you are afraid to speak up. After you have listed for a while, whisper the things you would like to say
Whisper	to the group to the person sitting next to you (Thompson, 1975, page 45).

Now introduce the role of Non-talker.

NON-TALKER

Is shy	You are shy about talking in a group. You think that what you have to say will sound dumb (Thompson, 1975, page 39).

c. During the third class period, introduce the role of Advocate.

ADVOCATE

Advocate means someone who speaks up in support of the group. An advocate wants the discussion to be a good one and is willing to risk speaking up when someone does something that gets in the way such as playing, whispering, or not showing concern. This person gives feedback by telling others how he feels and why about what is going on now (Thompson, 1975, page 46). An advocate also speaks up when people do things that help the group and show concern.

Support the group

Give feedback (tell how you feel and why about what is going on now)

Explain the role of Advocate by writing the following sentence on the chalkboard:

When you _____ it makes me feel _____ because _____.

Give students some examples of things people might do that would not show concern during a group discussion. Invite them to try to play Advocate by filling in the above blanks. Tell them that someone has just yelled at someone else, "You are a big fat dummy!" The blanks may be filled in thus: "When you yell at someone it makes me feel angry because that hurts people's feelings."

People need to know when they do show concern as well as when they do not. In this case the Advocate might say, "When you let someone else finish talking after accidentally butting in, it makes me feel good because I know people won't be interrupted".

d. Duplicate a copy of Resource section page 91. Cut it apart on the dotted lines. Tell the students you need 10 volunteers to role play a discussion group. Each volunteer may choose a role. Give the role players their strips and seat them in a circle on the floor. The rest of the class can sit (a) in a circle of chairs around the role players or (b) in their seats.

Have the leader begin by reading the problem and describing his or her feelings using an "I" message. Then have the other members proceed to help the Leader solve the problem. They are to play the roles as described on their strips of paper. Tell them the role play will last for about five minutes.

After five minutes have a discussion. Ask the students in their seats:

-Who played the role of Leader?
-How do you know?
-Who played the role of Listener?
-How do you know?
-Who played the role of Advocate who supports behaviors that helps group discussions?
-Who played the role of Advocate who expresses feelings about unhelpful group behaviors?
-How do you know?
-Who played the role of Gatekeeper?
-How do you know?

Another role-play situation is presented on Resource section page 92, if you wish to repeat the procedure.

Explain that these are roles that help group discussions. One person can have more than one role at the same time or one at a time.

Sometimes discussions seem not to be going well. Then we can ask ourselves what role is missing. We can then try to perform that role to help the group reach acceptance and understanding.

Repeat this activity later in the year to give students practice learning and identifying these roles. Have students supply the problem to be discussed. Use Resource section page 93 for this purpose. Repeat the procedure in (d) above.

(This activity was adapted from Thompson, 1975.)

ACTIVITY FIVE: FINDING YOUR PLACE

EDUCATOR'S INFORMATION

Subject Matter Area Social Studies

Class Grouping Whole class, small groups, individuals

Total Time About three class periods

Concepts and Vocabulary Cooperativeness, finding a place

Educator's Preparation Tasks Prepare transparencies of Resource section pages 94 and 95. Duplicate for each student a copy of Resource pages 96 through 99.

Materials/Resources Blank writing paper

Skills Relating information to oneself, applying information to home and school settings

PROCESS

a. Write on the chalkboard Maslow's needs that were presented in ACTIVITY TWO, BASIC HUMAN NEEDS:

- physiological
- safety
- love
- esteem
- self-actualization

Call students' attention to the list. The need for love is a desire or hunger for affectionate relations with people in general and for a place in the group. The need for esteem is met by being recognized as a worthwhile person. Esteem is accompanied by feelings of confidence, worth, strength, and usefulness. Love and esteem are very basic human needs. Included in them are a place in the group and feeling worthwhile as a person. When these needs for love and esteem are not met, the person becomes discouraged and feels he or she does not belong. Then the person might seek attention, power, or revenge in order to feel that he or she belongs to the group. This discouraged person might also display inadequacy. The person might mistakenly say to himself

or herself, "I have a place only when I have attention or power or revenge, or when I am inadequate. Therefore, I'd better use certain behaviors or actions so I can belong."

b. Now arrange the students in pairs. Have them fold a piece of paper in half and on one side write home and on the other side write school. Ask them to brainstorm a list of misbehaviors for 10-15 minutes.

c. Now show an acetate transparency on your overhead projector of Resource section page 94, THE GOALS OF MISBEHAVIOR (Dinkmeyer and McKay, 1976). Focus on each child's faulty belief and corresponding goal. Ask them now to label each of the behaviors they listed in (b) above.

A = Attention	R = Revenge
P = Power	D of I = Display of Inadequacy

d. During the next class period project the transparency of THE GOALS OF POSITIVE BEHAVIOR (Resource section page 95.) Explain that when we see positive behaviors, that person has some beliefs about how to find his or her place in the group. The beliefs are (point to and read the beliefs):

Therefore, the child's goals are (point to and read the goals):

In order to attain those goals he or she uses the following behaviors (point to and read the behaviors):

e. Distribute to each student a copy of Resource pages 96 - 99. Ask them to think of specific examples of cooperative behaviors. When they have finished, have them circle in each list one behavior they will try to use more.

f. Process the activity. Assemble students in small groups. Allow them to share their circled behavior on the four sheets.

ACTIVITY SIX: MANAGING CONFLICT

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Social Studies, Health, Physical Education

Class Grouping Whole class, pairs

Total Time Two class periods

Concepts and Vocabulary Conflict, management, strategies

Educator's Preparation Tasks For background read Resource section pages 100- 101.

Materials/Resources Poster paper, paints, crayons, felt-tipped markers

Skills Preparing posters to convey information, relating and applying information, generalizing, labeling situations, providing examples of situations

PROCESS

a. Explain to students that the dictionary defines conflict as disagreement and clashing together. Very often conflict between two people is approached in one of three ways:
   - tattling
   - withdrawal
   - flight

   Ask students to discuss the consequences of each of the above approaches.

   Present a list of the following conflict management strategies:
   - negotiating
   - compromising
   - taking turns
   - active listening
   - distracting
   - exaggerating
   - chance
   - threat-free explanation
   - apologizing
   - soliciting intervention
   - postponing
   - abandoning
   - humor
   - sharing

Arrange students in pairs. Have them use a dictionary to look up the words they don't understand. Then have them prepare posters that show conflict management strategies presented in (a) above.

When posters are finished have each pair explain the meaning of its strategy to the rest of the class. The explanations should approximate these (Palomares et al., 1975, pages 13-14):

(1) Negotiating - children talk about their position in the conflict and discuss what might be done about it.

(2) Compromising - both parties give up something to resolve conflict.

(3) Taking Turns - one individual goes first and the other second.

(4) Active Listening - perceiving what the other individual is saying and also feeding it back accurately.

(5) Threat-Free Explanation - an individual communicates his position in a conflict without threatening the other person.

(6) Apologizing - saying you are sorry without necessarily saying you are wrong.

(7) Soliciting Intervention - seeking consultation or help when the issue is too complex or heavy to handle.

(8) Postponing - individuals agree to wait for a more appropriate time to handle the situation.

(9) Distracting - calling attention to something else as a way of de-fusing the conflict.

(10) Abandoning - moving away from a situation which cannot be dealt with.

(11) Exaggerating - children role play an exaggerated interpretation of the issue.

(12) Humor - the angry feelings associated with conflict are diffused in some humorous and constructive way.

(13) Chance - a technique such as flipping a coin is used to decide a conflict.

(14) Sharing - the individuals decide to share for the benefit of both.

b. Then have each pair think of a situation in which the two of them might conflict, clash, or disagree. On small scraps of paper write each of the 14 strategies from (a) above and put the slips into a sack. The pair draws a strategy from the sack and role plays their conflict with the strategy they have drawn from the sack. The rest of the class tries to guess the strategy being used to manage the conflict.

c. Process the activity by reminding students that there are more than 14 ways to handle conflict. Post a chart captioned "Conflict Management Strategies". On it, write the 14 strategies from (a) above. Leave it up for about a month. Urge students to add to the list of strategies. Encourage them to be creative in handling conflicts. There are many better strategies than running away, tattling, and violence.

(This activity was adapted from Palomares et al., 1975.)

ACTIVITY SEVEN: TIME LINE AUTOBIOGRAPHIES

EDUCATOR'S INFORMATION

Subject Matter Area Science, Social Studies, Math, Language Arts

Class Grouping Whole class, individuals

Total Time About five class periods

Concepts and Vocabulary Events, time line, worthwhile feelings, chronology, chronological order

Educator's Preparation Tasks Read through the entire activity. Set up at least one of the activities that will provide enrichment for gifted students and/or fast finishers.

Materials/Resources 12 x 18 inch drawing paper, rulers, writing paper, pencils, scissors, glue

Skills Listening, comprehending, relating information to oneself, organizing information, written language skills

> The idea of worthwhileness through self-awareness relates to the film "Me, Myself, and Maybe" from the Bread and Butterflies series. The curriculum guide for teachers develops the point that feelings of worthwhileness come from developing new skills.

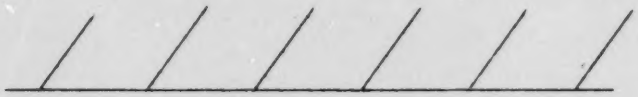
PROCESS

a. Begin with a discussion of significant events that make up an individual's personal life. Ask students to recall such events that influenced their lives. Have them try to recall the feelings that accompanied these events. Ask for a few volunteers to share theirs. Label the "good" feelings "worthwhile" when appropriate. Then allow about 20 minutes for students to list their important events on paper.

b. Now have students draw a horizontal line across the 12 x 18 inch

drawing paper about two inches from the bottom. On the left-hand side they will write the word birth. At the top they will write their names and the caption "Personal Time Line".

They will now cut their strips of personal events apart and arrange them in order. Strict chronology is not necessary: the focus is on good feelings. They will paste these strips at angles across the time line:



Collect the papers.

Students may need to talk more about:

- learning to walk
- learning to talk
- getting glasses
- Little League
- travel
- special gifts
- childhood illnesses
- injuries

c. During the next class period, the students begin work on their autobiographies. Discuss:

- autographs
- famous people
- biographies
- autobiographies

Distribute copies of their completed time lines. Tell them that they will use these as autobiography outlines. Each event on the time line will be the topic of a chapter.

Allow several days for students to finish. Ask them to interview family members, neighbors, etc., for more information on the events. Be available for spelling help. Allow them to do a rough draft and get it proofread by you. They can do the final draft in pen. Whatever you do, don't make remarks on their final copy. Adapt the process for those who might get so discouraged that they give up. The chapters can be short or long; that's up to the author.

Infuse this through the social studies skill of seeing history as a chronological record.

Give students further practice with time lines for their spare time. Let them arrange:

- U.S. presidents
- famous Americans
- composers
- scientists
- Civil War events or battles
- advances made during the Middle Ages toward modern science.

(This activity was adapted from Canfield and Wells, 1976.)

ACTIVITY EIGHT: LITTLE BROTHER'S "MOCCASINS"

EDUCATOR'S INFORMATION

Subject Matter Area Social Studies, Language Arts

Class Grouping Pairs, small groups

Total Time One class period

Concepts and Vocabulary Re-think, responses, sympathetic, thinking processes, attitudes, reactions, situations, understand

Educator's Preparation Tasks Duplicate for each student a copy of Resource section page 102.

Materials/Resources None

Skills Listening, comprehending, interpreting information, evaluating information

PROCESS

a. Introduce the activity by asking students to explain "Put yourself in his or her shoes," or "Walk a mile in his or her moccasins." These idioms are used to encourage us to re-think our responses to the words and actions of other people. Ask a few volunteers to tell of a time when someone said one of these idioms to them.

Distribute copies of Resource section page 102. Allow time for students to complete the sheet.

> If students sit together in pairs, they can help and stimulate one another. Also, no one will be excluded from the activity because of limited language skills. Thus you will see more task-oriented behavior. Their responses may be different or similar.

b. When students have finished, have them assemble in small groups to compare answers. Point out that Mother's first response is not her response in all the other situations. She, like most mothers, wants her children to grow up feeling good about themselves. The dish is very important to Mother. But Little Brother is more important to her than the dish. So before she responds, she may stop and think about Little Brother or "put herself in Little Brother's moccasins": she may try to be sympathetic. It's very human to respond without thinking. When this happens, we can stop and "put ourselves in the other person's shoes". Or maybe that other person will have to explain why he or she did something. At any rate, we can control our own reactions by our thinking processes and by our attitudes.

> Infuse this Career Guidance concept through Social Studies content dealing with United States Presidential Election Campaigns. Our votes reflect our attitudes about the candidates. Campaigns try to shape our attitudes. But if we inform ourselves about the candidates' records and philosophies, we can retain control of the shaping of our own attitudes. The key word here is "attitude shaping". You might have committees report on strategies and devices used by candidates for this purpose.

> Relate this activity to the world of work or leisure. Have a resource person who has managed a campaign--as a professional or as a volunteer--speak to the class about the strategies used to shape people's attitudes about issues and/or candidates. Supplement this with the film "Power Play" from the Bread and Butterflies series. Point out that we can use logical thought processes to retain control of our responses.

ACTIVITY NINE: INTERESTS CHANGE

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Art

Class Grouping Whole class, small groups (optional)

Total Time One class period

Concepts and Vocabulary Change, interests, chronological order, continuity

Educator's Preparation Tasks Cut the paper into pieces the size of folded greeting cards.

Materials/Resources For each student five pieces of heavy stock drawing paper the size of greeting cards; crayons, water colors, or felt-tipped pens for each group; a pencil for each student; some samples of juvenile birthday cards which indicate the age of the recipient (optional)

Skills Relating information to oneself, drawing, written language, remembering

PROCESS

a. On the chalkboard, brainstorm a list of students' hobbies, interests, and things they'd like to own or do.

If you have a sample of a children's birthday card, show it to the students. (Perhaps you found one that says on the front, "Happy birthday to a big six-year-old!")

Have them think for a moment about the subjects of the illustrations on such cards. Ask why certain subjects are chosen (to appeal to children's tastes and interests at various ages). Have them think of what their interests are now and what objects and activities might represent these interests. Ask them to think of a gift they'd like to receive for their next birthday. The gift can be an object, a privilege, or an experience. If the gift is something they really want, chances are it represents a current interest.

Now explain that they are to prepare a birthday card for themselves which illustrates the gift they'd like to receive for the coming birthday. Remember, it can be an object, but it can also represent a privilege or an experience. On the inside they can write a message they'd like to hear.

Then ask them to think back to two years ago and make another birthday card showing a gift they wanted and/or received--just as long as it represents their tastes and/or interests two years ago.

Have them proceed backward, making a card for every other year until age four or five, depending on their present ages.

b. Now have them lay the cards out in front of themselves in chronological order. Process the activity by a class discussion. Ask them:

- if their interests depict change taking place.
- if there is some continuity to their interests.
- how their interests have changed.
- when their interests may have changed.
- to categorize their interests.
- if the cards illustrate objects or experiences.
- how many illustrations represent sports; music; games; travel; friends playing; make believe; children doing grown-up things, such as driving a fire engine, piloting a plane, directing traffic, taking care of babies, and cooking.

Relate this activity to the world of work. Introduce the concept of sex-role stereotyping. Ask students to bring used children's birthday cards. Together, brainstorm a list of jobs that only a female is able to do. You will have only one: bear children. Together, go through the cards and select those which present sex-role stereotypes.

Use this activity to introduce the concept of time lines. The span will extend from 1776 to the present by twenty-year intervals. Enter the dates of Presidents' lives on it. Have a gifted student research these dates in the library. Then add inventors' lives, wars, and the lives of a few contemporaries. Place this on a long sheet of butcher paper and in a place where it can stay for several seeks. Let students complete it as a Decision Time Choice.

WORK AND LIFE SKILLS DOMAIN

The activities in this domain deal with:

(1) daily living skills.

(2) task responsibility and employability.

(3) work and leisure environments.

(For a complete list of teaching points, see Appendix B.)

ACTIVITY TEN: NECESSITIES AND NON-NECESSITIES

EDUCATOR'S INFORMATION

Subject Matter Area Health, Social Studies, Language Arts

Class Grouping Whole class, small groups

Total Time Allow five or six class periods.

Concepts and Vocabulary Necessities, non-necessities, sustain life, selling pitches, selling techniques, role playing

Educator's Preparation Tasks Cut strips of white paper about 2 x 3 inches (about 6 for each learner), clear a bulletin board and caption it "Products Advertised on Television", prepare a chart "Television Commercials" in (g) below, and prepare the role-playing situation strips (see Resource section page 104.) Duplicate for each student a copy of Resource section page 103.

Materials/Resources A television set, strips of paper about 2 x 3 inches, stick pins

Skills Interpreting information, comprehending, oral expression, categorizing

PROCESS

a. Ask learners to watch television for an hour and list each product they see advertised. Encourage them to try to get the correct spelling. Allow a few days for them to return with their lists.

> Since you are asking learners to watch television, it may be helpful to send home a duplicated letter explaining the assignment and what the learners are to prepare.

b. When the students return with their lists, have them copy each advertised product name on a small slip of paper. They can brighten each slip with a crayon drawing of the corresponding package. Then have them pin their slips on a bulletin board captioned "Products Advertised on Television".

c. During this class period you will focus on nutritious food and junk food. Distribute copies of FOOD SORT (see Resource section page 103.) Review the Basic Four Food Groups and ask students to list examples. Foods which do not fit into any of the categories can be considered junk food. They should be listed in the "garbage can".

d. During this step you will present the concepts necessities and non-necessities.

Remove all product names from the bulletin board. Divide the bulletin board in half. On one side put the caption "Products Necessary To Sustain Life". On the other side put the caption "Products Not Necessary To Sustain Life".

Ask learners to think about those things which are necessary to live. They will suggest such things as love, friends, food, fun, shelter, clean clothes, a warm bed, books, and respect. (That's living!) Write down their suggestions as they are given.

e. Now ask them to think about what this means: "to sustain life". Yes, it means to keep life in a body, or to stay alive.

Now ask them to revise the list generated in (d) above to include those things necessary to sustain life. Their list should include food, clothing, and shelter, or something similar: the bare necessities. You may want to recall Maslow's category of physiological needs from ACTIVITY TWO: food, water, oxygen, etc.

f. Call their attention to the two new captions on the bulletin board: "Products Necessary To Sustain Life" and "Products Not Necessary To Sustain Life".

As you hold up each product name, have the learners tell you under which heading to put it. For variation, ask a learner to hold up the products and pin them up as the class makes the decision. Or divide the class into groups of 4 or 5.

Divide the product name slips among the groups. Direct the groups to sort them. Someone from each group can pin them on the bulletin board at a later time.

g. Prepare and post the following chart:

TELEVISION COMMERCIALS

Techniques	Pitches
exaggeration	speaker as friend
repetition	speaker as fellow sufferer
partial truth	speaker as adviser
made-up words	speaker as hero
unreliable information	fast talking of speaker
selling a by-product:	sense of humor of speaker
- love	the sex of the speaker
- youth	
- power	
- success	
- popularity	
- attractiveness	
- wealth	

h. Spend some time talking about pitches used in television commercials. (These are the roles and attitudes used by the speaker that he or she tries to convey to the viewer.)

Bring in a television set. Watch a series of commercials. Point out the pitches used. Have learners help decide when the speaker is playing the role of friend, adviser, fellow sufferer or hero. Have them watch for uses of sex, fast talking, or sense of humor of the speaker.

i. Present the six techniques listed in (g) above. Use the examples below to help the students spot and understand them.

Techniques	Examples
exaggeration	"E-Z Off cleans your oven in seconds."
repetition	"Double your pleasure, Double your fun. With Doublemint, Doublemint, Doublemint gum."

partial truth	"Alka-Seltzer removes twice as much stomach acid." (Twice as much as what?)
made-up words	"Scrumpdillyishus" (Dairy Queen)
unreliable information	"Of all leading aspirin, Bayer is the one most recommended by doctors." (What kind of doctors? Dentists? Chiropractors? Veterinarians?)
appeal to inadequacies by selling a by-product:	
- attractiveness	"Ultra-Brite toothpaste, A taste you can really feel. New Ultra-Brite gives your mouth sex appeal."
	(Everyone wants to be loved or popular. These by-products are often sold non-verbally as well.)
- power - youth - success	(Have you ever seen a weak old bum in a car commercial?)
- popularity	(Have you ever seen a commercial selling a cosmetic designed to make people reject you?)
- love	"When you serve Armour hot dogs, your kids will love you."

j. On the last day of this activity your students will role-play commercials using the pitches and techniques described in this activity.

Copy the role-play situations on small slips of paper or make a Thermofax copy of page and cut the paper into strips. Take turns having a volunteer draw a slip of paper from a hat and role-play that commercial. (See the section on role-playing in the Methods and guide.) They may want to work together in pairs or teams. Then use the extra minutes before dismissal or one of the other "count-down" times for presenting the commercials. Remind the learners that most

commercials last only 30 to 60 seconds. There is real skill in preparing a commercial for those time limits.

Relate these Career Education concepts to the world of work by inviting a resource person from the community to speak to your class. A banker and a filling station worker can speak more in depth about the somewhat-familiar areas of credit cards and checking accounts. Even small towns have filling stations and banks: hopefully you and your students will have access to these workers.

If possible, make Thermofax transparencies of credit applications, charge cards, charge slips, overdraft notices, and checkbook balance pages for the resource person to use. Otherwise, ask the resource person to bring a sample of each so the students can follow along with his or her explanations. Use these in math class to show that the computation skills taught in school really are relevant!

Also in math or social studies you might set up a store with empty packages and cans. Use a credit card system. At a later time let the students pay for their purchases by check. Point out the responsibilities of people who use credit cards and checking accounts.

These concepts are relevant to life today. This should help motivate even the most disinterested learner. Have fun!

(This activity was adapted from Bernhardt, 1976.)

ACTIVITY ELEVEN: SCHOOL HELPS

EDUCATOR'S INFORMATION

Subject Matter Area Any subject matter area

Class Grouping Whole class, individuals, small groups

Total Time Three class periods

Concepts and Vocabulary Hobbies, interests, activities, leisure, work role skills

Educator's Preparation Tasks Duplicate for each student a copy of Resource section page 105. Read methods guide section on interviewing skills.

Materials/Resources Paper and pencil for each student

Skills Categorizing, sorting, coding, relating information to oneself

PROCESS

a. Introduce the idea of hobbies, interests, and activities as ways to use leisure time. Have students complete copies of Resource section page 105, HIDDEN IN THE PUZZLE (Jardine, 1976, pp. 48-49.)

Here is the teacher's answer key:

a. swimming	f. leatherwork	k. chess
b. needlepoint	g. photography	l. wrestling
c. woodworking	h. singing	m. cooking
d. speed reading	i. gardening	n. gymnastics
e. hunting	j. crochet	o. volleyball

Write the key on the board or read it for students for their "checking".

b. Now the students will choose one or two of the fifteen (or one or two of their own). They will list these across the top of a sheet of paper. Under each hobby or interest area they will list skills they use to do the activity.

c. Then they will go through their lists and code the skills according to where they learned them. The skills may have more than one code letter by them, because sometimes our memories blur and we can't distinguish between our first exposure to a skill and our total mastery of a skill. No need to get too technical on this point. The teaching point is, however, that skills we learn in school help us in our leisure. The code is:

    s = at school
    h = at home
    o = some other place

d. Arrange students in small groups to share some of their skills and the coding (optional).

e. On another day brainstorm with students a list of about 15-20 adult work roles. Ask students to select an adult, at home or in their neighborhood, and interview this person to learn about the skills he or she uses on the job. They are to list about 10 of these skills and then ask the worker to try to recall where he or she learned the skill. They can code the place by letter, as they did in (c) above.

f. Process the activity by asking the students to think of their "best subjects"--the ones in which they do well and which they like doing. Ask each student to write his or her own "best subject" on a piece of paper, then to list favorite skills learned in that subject. They will get into small groups and pass their papers around the circle. Each student will read each paper as it comes to him or her. (The paper contains a person's "best subject" and its list of best-liked skills.) Now the person reading the paper will write the name of a job or jobs suggested by the skills. When the paper returns to its original owner, it will also contain a half dozen or so "job possibilities". Owners put their names on their papers. Invite them to share with the whole class via the bulletin board.

ACTIVITY TWELVE: ADULTS WORK TOGETHER

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Social Studies

Class Grouping Whole class, pairs or individuals

Total Time Three or four class periods

Concepts and Vocabulary Occupation, job, worker, together

Educator's Preparation Tasks Read the methods guide sections on interviewing, and pupil-planned presentations, and field trips. Make one copy of Resource section pages 108-113. Prepare a transparency of Resource section pages 106-107.

Materials/Resources Poster paper for each child and/or pair of children, paints, pencils, overhead projector

Skills Pictorial expression, interviewing information, reaching conclusions, oral expression, gathering pertinent information (optional), interviewing (optional)

PROCESS

> This activity allows students the opportunity to plan and present information gathered about working together. You may infuse it through social studies or language arts.

a. Many upper elementary students delight in using a "big" word rather than one commonly used. Write these words on the board: mutually, reciprocally, unitedly, coincidentally, concurrently, and simultaneously. Tell them that these were found in the thesaurus under the entry word together. Tell them that people who are working mutually, reciprocally, unitedly, coincidentally, concurrently, and simultaneously are working together.

> Tell students you will leave the synonyms for together posted. They can use spare time to learn the correct spellings so they can win when they next play Scrabble!

Tell students that you will be looking at some less visible adult occupations or "jobs." You will look closely at the jobs and try to imagine situations where the workers might work mutually, reciprocally, unitedly, together with another worker.

b. Present a transparency of Resource page 106, PLASTERER. Tell the students this definition is from THE CHILDREN'S DICTIONARY OF OCCUPATIONS (Hopke and Parramore, 1974). Read it to the students. Ask them to name a person who is a plasterer. Have them help you complete the sentences. Look at what the plasterer does and uses. Plasterers use plaster, trowels, and machines. Could there be a worker who comes to keep the machine filled and working?

> On the Resource pages of this activity the definitions of the occupations are quoted directly from Hopke and Parramore. In each case the second paragraph was added by this writer.

Present a transparency of Resource page 107, LATHER. Read it to the students. Ask them if they can name anyone who is a lather. Have them help you complete the sentences by thinking about what the lather does and uses. Tell them to think about any other workers who might be involved in putting up the lathes. Have students complete the sentence on the transparency.

c. Cut apart the strips of occupations on Resource pages 108-113. Then have each student draw one from a "hat" or sack. The task is to prepare a poster. The students will copy onto the poster paper the occupation, the pronunciation, and the explanation. The student will then try to complete the last sentence as an example of a situation in which this worker may work together with another. The students will draw and paint an illustration for the definition.

Adaptation

> You could select from Resource pages 108-113, those occupations performed in your area. You might then pair the students, assign a worker to each pair, and have them interview their worker via the telephone to find out if and how they work with other workers.

You may want to arrange for students to take walking field trips in pairs to interview their workers at their work sites. Or the

students could do their information gathering at home if they could choose their occupations.

d. Process the activity by having students present their posters and other information to the rest of the class. The presentations can take place in one large circle or in several smaller ones.

Then have students post their completed posters on one of those big beautiful hall walls in two categories:

- "Occupations where workers would be likely to work together."
- "Occupations where workers would be likely not to work together."

Be prepared for some differences of opinion.

The film "People Need People" from the Bread and Butterfly series might help extend the concept of working together. See the curriculum guide for more information.

ACTIVITY THIRTEEN: INTRINSIC AND EXTRINSIC

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts

Class Grouping Small groups, pairs

Total Time One or two class periods

Concepts and Vocabulary Intrinsic, extrinsic, standards, rewards, requirements

Educator's Preparation Tasks Think about intrinsic and extrinsic rewards you have attained

Materials/Resources Paper, pencils, a dictionary for each pair of students, three sheets of newsprint, drawing paper for each student.

Skills Small group work skills, collaborating on a task, applying information to oneself.

PROCESS

a. On the chalkboard write the dictionary definitions of the prefixes "in-" and "ex-"

in-[2] In, into, within, or inward
ex-[2] Out of

Have the students sit in pairs and use the dictionary to compile a list of words beginning with in- and referring to the meaning above. (sometimes the prefix in means not. The words students locate should refer to in, into, or within.)

> There are many in- entry words in the dictionary. You may want to assign different pages to each pair to make the task more manageable.

Let them tell you the words as they find them. Write them on a piece of newsprint as students call them out.

b. Now call their attention to the ex- definition you have written on the chalkboard. There aren't as many ex- entry words, so have students write them down quietly so the pairs have a chance to go through the dictionary pages at their own pace. When nearly all or all are finished, write their ex- entry words on another sheet of newsprint.

c. Now ask the class to compose a definition of the word reward, which you will write on the third piece of newsprint.

d. Refer now to the list of in- words the students contributed. Circle instrinsic or add it to the list. Ask students if they can figure out what intrinsic rewards are. Have the class give some examples of intrinsic rewards for a task well done: pride, satisfaction, experience, learn something new, fun, etc.

Now call attention to the ex- words. Circle extrinsic or add it to the list and repeat the process described in (d) above.

e. Process this activity by a discussion. Say something like: "Extrinsic rewards come from outside the person. The standards for getting an extrinsic reward are set by someone else. For example, I want to win a blue ribbon at the county fair. The blue ribbon is an extrinsic reward. Do I set the standards for winning it or does someone else set the standards for winning it? Who?

Intrinsic rewards come from inside the person. The standards for getting an intrinsic reward are set by the person himself or herself. For example, I want to feel proud and know that I have done my very best on the gift I made for my mother. Proud feelings are an intrinsic reward. Do I set the standards for getting proud feelings from doing my best or does someone else? Do other people usually know what is my very best? Or am I the one who usually knows? Could my standards be different from someone else's?

f. Distribute drawing paper. Have students fold it into four sections captioned thus:

An extrinsic reward I'd like	Who sets the standards
An intrinsic reward I'd like	My standards for getting it

Have students draw or write to complete it. Allow time for sharing in small groups of students, if it will enhance the idea of differing personal standards.

ACTIVITY FOURTEEN: BETTY, MINI, AND HOPE

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Math

Class Grouping Pairs

Total Time Two or three class periods

Concepts and Vocabulary Procedures, task, task accomplishment, steps, evaluation, finished product

Educator's Preparation Tasks Prepare for each student a copy of Resource section pages 114-116.

Materials/Resources A jar of Italian seasoning herbs (optional), pencils for each student

Skills Working together, putting task steps in order

PROCESS

a. Ask the students to imagine themselves in a kitchen for this activity. A cook has to use many skills in the kitchen. Ask the class to suggest things a cook needs to be able to do. Yes, following directions is very important. Yes, taking the steps in order is very important: a cake gets frosted after it's baked, not before. But there are many things a cook has to figure out. Things like gathering ingredients and utensils. Figuring out what went wrong if the finished product doesn't turn out the way it should.

b. Distribute copies of the recipes on Resource section page 114-115. Ask students to select a recipe that they'd like to read and find a partner who wants the same recipe. (If you have 30 students you can have 10 work with each of the three recipes. This will increase familiarity in case you later want to let the students actually prepare a whole meal for a special occasion or for multiplying fractions.)

c. Then distribute copies of Resource section page 116, STEPS IN A TASK. Read through the whole sheet as students follow along. Where necessary, have students give examples for clarification.

If the students make the actual recipes in small groups, have them use #2 on Resource page as a guide. Then they can complete #3, 4, 5, and 6 after the recipes have been made.

Relate this activity to the world of work. Invite a cook to speak to the class as a resource person to tell how he or she uses math skills. Ask the cook to explain how recipes for large groups are different from the recipes they have read today.

d. Tell them that many of our life tasks involve doing lots of little things in order, then evaluating the results. Tell them to use Resource page 116 when they have other tasks.

ACTIVITY FIFTEEN: THINGS, IDEAS OR PEOPLE

EDUCATOR'S INFORMATION

Subject Matter Area Any and all subject matter areas

Class Grouping Whole class, pairs

Total Time One or two class periods

Concepts and Vocabulary Categorize, classify, occupations

Educator's Preparation Tasks Prepare copies for each pair of Resource section pages 117-118.

Materials/Resources Crayons, scissors, glue and newsprint for each pair

Skills Categorizing information, working together, relating information to oneself

> The occupations chosen were selected with the USOE clusters in mind. Each cluster is represented by two occupations on Resource pages 106-113.

PROCESS

a. Give each pair a piece of newsprint. Title it "Working." Have them divide their paper into three sections. Caption one "Mostly with Things." Caption the next "Mostly with Ideas." Caption the third, "Mostly with People."

   Distribute copies of Resource section pages 106-113, from ACTIVITY TWELVE. Have the pair cut all of these apart and paste them under the appropriate heading. Then have them illustrate each occupation beside its definition.

b. When the posters are complete, ask students to make a ✓ by the occupations that appeal to them. Then have them tally the ✓'s to get an idea of the category in which they are most interested at the moment.

ACTIVITY SIXTEEN: WORK AND LEISURE

EDUCATOR'S INFORMATION

Subject Matter Area Any or all subject matter areas

Class Grouping Small groups of 5 or 6

Total Time Two or three class periods

Concepts and Vocabulary Adult work activities, adult leisure activities

Educator's Preparation Tasks Gather supplies, contact a couple of parents to speak as resource persons about their work and leisure activities

Materials/Resources A yard-long strip of adding machine tape for each small group, two sheets of newsprint for each small group, a small sack for each group, a scissors and glue for each group

Skills Listening, comprehending, small group work skills, brainstorming

PROCESS

a. Arrange the students in small groups. Ask each group to brainstorm a list of adult activities. Have them think of family and neighbors. Have a student volunteer to be recorder and write each activity suggestion on a long piece of adding machine tape. (The list later will be cut apart so have recorders write large and double space between activities.)

> You may want to remind them of brainstorming guidelines:
>
> 1. Let the ideas flow; don't stop and judge them now.
> 2. Listen to others -- get ideas from their ideas.

b. For this next class period post a sheet of newsprint near where each group works. Draw a line down the middle. At the top of one side write "Adult Leisure Activities." At the top of the other write "Adult Work Activities."

Give to each group a scissor, glue, a sack and its brainstormed list of adult activities. Ask them to cut the list so there's one activity written on each small strip of paper. They will put the strips into the sack.

c. Now the students will draw an activity from the sack and paste it under one of the two headings: "Adult Work Activities" or "Adult Leisure Activities." There will be adult activities which could logically be placed under both headings. When this is the case, have them paste the strip on one side and write the activity on the other with a line connecting the two words.

d. Now ask each group to look at the activities under each heading. Ask them to compose a definition of work and leisure activities. Give a sheet of newsprint to each group. Ask for a volunteer to recopy the group's two definitions on the paper and post them near their lists of adult activities.

Allow time for sharing and comparing. If <u>total</u> discord results, the dictionary may be helpful.

Invite a couple of parents to come as resource persons to explain that their leisure activities are not the same as their work activities. Ask them to talk about both their work and their leisure.

ACTIVITY SEVENTEEN: PURPOSE OF WORK

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Art, Social Studies

Class Grouping Pairs

Total Time Three to five class periods

Concepts and Vocabulary Work role, worker, purpose, interview, interviewer, interviewee

Educator's Preparation Tasks Read the Methods guide section on pupil-planned presentations. Decide which media you can offer the students for presenting the information they gather in their interviews. Read the Methods guide section on interviewing. Arrange the students in pairs who will work well together. Arrange for each pair to speak to a local worker via telephone or walking field trip: survey your students' parents, local employers, and school workers (see sample letter on Resource section page 117.

Materials/Resources Make available the materials students will use in the media they use for their presentations.

Skills Interviewing skills, information-gathering skills, collaborating on a pupil-planned presentation

PROCESS

a. Explain to the students that all work has a purpose. For this activity students will be working in pairs to interview a worker to discover the main purpose of that person's work.

> Use your sense of the group to determine who works well with whom. Some children might be rejected if the class is allowed to choose partners. Your arranging the pairs will help establish the task as more work-oriented than social-oriented.

b. Then assign to each pair the worker and his or her telephone number or address.

Those students whose worker is within walking distance of the school could take a walking field trip. If you do this, be sure you have the necessary trip permission and chaperones. (This seems like a lot of arranging, doesn't it?) There is no substitute for speaking directly with a worker about his or her job in the actual setting.

The workers who are located away from the school neighborhood could be interviewed by telephone. Extension phones will allow both students an equal chance.

Distribute copies of INTERVIEW PLAN on Resource section page 118.

c. When all the pairs have gathered their information explain that they will now need to plan a presentation for the rest of the class. They may use any media.

Use your sense of the group to determine which choices you can offer to the students at this time. Then later you can teach the other media skills for art or science lessons.

It is not always necessary for the whole class to see and hear every presentation. Presenting for the whole class is suggested now as a means of simplifying your planning and management tasks.

d. Prepare a display of all the pupil-planned presentations. Set it up in the hall or cafeteria. Or let students put on their presentations for another class.

ACTIVITY EIGHTEEN: NON-WORK ACTIVITIES

EDUCATOR'S INFORMATION

Subject Matter Area All subject matter areas

Class Grouping The same pairs that worked together in ACTIVITY SEVENTEEN

Total Time Two class periods

Concepts and Vocabulary Work activities, non-work activities

Educator's Preparation Tasks Prepare a copy for each student of Resource section page 119.

Materials/Resources Information students gathered on question eight on Resource section page 118 of ACTIVITY SEVENTEEN

Skills Recall, synthesizing, information, working together to complete a task

PROCESS

a. Introduce the activity by calling students' attention to question number eight on Resource section page 118: "What do you do when you are not working as a family member? As a citizen? As a leisure participant?"

Have students get together with the classmates who worked with them in ACTIVITY SEVENTEEN. Distribute copies of Resource section page 119, ACTIVITIES. Encourage them to talk about the interview to stimulate recall of this information.

> If there are students who did not get this information, they can make a telephone call as homework to get it. Hopefully, there will not be many.

b. Then allow a class period for students to share the information on their completed pages. If interest is waning, put them into small groups to share and explain.

c. Process the activity by discussing the following points to show interrelatedness of activities:

1. Did your worker earn enough money to pay for his or her leisure activities?
2. Does your worker have enough time for his or her family activities?
3. Is your worker's family able to join in with his or her leisure activities?
4. Did anyone's worker say that he or she is so busy with community and church activities that family members don't like it?

Collect and save the completed papers for ACTIVITY NINETEEN.

ACTIVITY NINETEEN: ROLES

EDUCATOR'S INFORMATION

Subject Matter Area All subject matter areas

Class Grouping Same pairs of students as in ACTIVITIES SEVENTEEN and EIGHTEEN

Total Time One or two class periods

Concepts and Vocabulary Non-work activities, non-work roles, activities, roles

Educator's Preparation Tasks Prepare for each student a copy of Resource section page 120.

Materials/Resources Students' completed copies of Resource section page 119, ACTIVITIES

Skills Converting information, working together

In this activity students will examine activities and doers to understand the concept of multiple roles.

This activity will introduce the suffixes -er and -or; also correct use of a or an.

PROCESS

a. Write this on the board. Ask when this might be true. "A person is what a person does." Help students understand roles by saying that an activity is what a person does. A role is what the person becomes while doing the activity.

If a person is painting, he is a painter.
If a person is singing, he is a singer.
If a person is teaching, he is a teacher.
If a person is acting, he is an actor
If a person is babysitting, he is a babysitter.

If a person is skating, she is a skater.
If a person is cooking, she is a cook.
If a person is sewing, she is a seamstress.
If a person is acting, she is an actress.
If a person is waiting on tables, she is a waitress.
If a person is waiting on tables, he is a waiter.

List the last word in each sentence as you say it.

b. Distribute students' completed copies of Resource section page 119, ACTIVITIES. Tell them to look at each activity and think about the role the person takes while doing that activity. Then distribute copies of Resource section page 120, ROLES. Have students write their responses there. Note: leisure and citizen role words are implied quite directly by leisure and citizen activities. The family member role is implied by the activity and the other family member with whom the worker was interacting or the setting. For example, suppose the family member activity listed was playing baseball. The worker could do that with her child, nephew, parent and/or husband. Thus her role would be mother, aunt, daughter and/or wife.

c. Post the completed copies of Resource page 120, ROLES, in a space captioned "Workers have Many Roles at the Same Time."

ACTIVITY TWENTY: · JOBS AND ABILITIES

EDUCATOR'S INFORMATION

Subject Matter Area Any or all subject matter areas

Class Grouping Whole class

Total Time One or two class periods

Concepts and Vocabulary Occupation, job, ability, "best" school subject, other job possibilities

Educator's Preparation Task Prepare chart in (b) below

Materials/Resources A large sheet of newsprint, a felt-tipped marker

Skills Listening, comprehending, relating information to a specific concept

PROCESS

a. Review the rules of "Twenty Questions." One person is IT. IT thinks of something. The class will try to guess what IT is thinking by asking 20 questions or less. To the questions IT can reply only "yes" or "no."

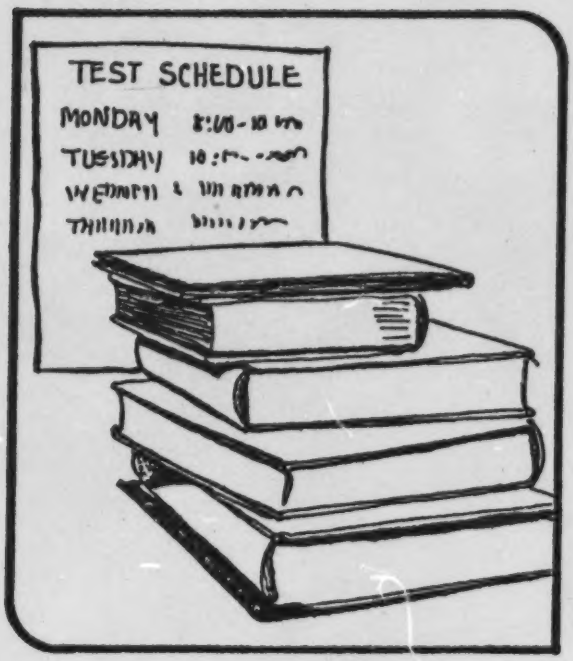
IT is going to think of an occupation or job. He or she names the school subject one would have to "be good" (have ability) in to do well at the job.

> Educators, you may want to have IT check with you for accuracy before the questioning begins.

b. On a large sheet of newsprint write:
-the school subject in which IT has ability (This need not be true.).
-the occupation related to ITS school subject ability.
-suggestions of other occuaptions at which IT might succeed.

Use the following or similar headings:

ITs Strongest Ability	ITs Job	Other Job Possibilities



LIFE CAREER PLANNING DOMAIN

The activities in this domain deal with:

(1) planning skills.

(2) the educational environment.

(3) self understanding.

(For a complete list of teaching points, see Appendix C.)

ACTIVITY TWENTY-ONE: VALUES AND LIFE STYLE

EDUCATOR'S INFORMATION

Subject Matter Area All subject matter areas

Class Grouping Small groups

Total Time Two or three class periods

Concepts and Vocabulary Rank order, priority setting, values, important, life style

Educator's Preparation Task Get planning folders and storage and vocabulary sheet

Materials/Resources Crayons, pencils, 8½ x 11 inch drawing paper, 8½ x 11 inch writing paper

Skills Listening, comprehending, projecting themselves into the future, prioritizing

For the remaining activities establish on-going:

a. planning folders.

Before launching this activity, have each student make a Planning Folder. In these they will put all the completed Resource pages they accumulate from these last 10 activities. Consider re-doing some of the activities at a later date. This will enable students to see signs of personal change.

b. vocabulary lists.

Post a blank sheet of newsprint. As you introduce new words and/or concepts, write them on the paper. Let students choose to use them for "bonus" spelling words.

PROCESS

a. Ask students to tear a piece of paper in seven smaller pieces. On each piece they will write one of the following:

-camper
-mansion
-cabin by the lake
-city apartment
-house in a city suburb
-house in a small town
-mobile home

b. The question is, "Where would you prefer to live?"

Now ask students to rank order these in a priority setting; that is, arrange the strips so their first choice is on top, their second choice is under that, etc.

c. Now arrange students in small groups. Have them take turns explaining their rank order - especially their first and last choices.

d. Now ask them to focus on their first choices. Ask them to imagine themselves in the various homes they have chosen. Ask them to close their eyes and make images in response to the following questions:

-Where is your home?
-How is the weather?
-What do you do for recreation?
-Do you have other choices?
-Are you married?
-Do you live alone?
-Is it crowded?
-Can you have privacy?
-Is this an expensive home?
-How did you get the home?
-Is it close to your relatives?
-Do they come and visit?
-Where do you work?
-How far is it from where you live?

Explain that the way a person lives - life style - is affected by what he or she values - thinks is important. We usually choose what's important to us.

e. Distribute 8½ x 11 drawing paper and have students prepare illustrations captioned, "My Dream House." Have them fold a piece of 8½ x 11 paper in half lengthwise. On the left side they write the caption, "What I Want in My home." On the other side they will write the caption, "Why It's Important to Me." Ask them to list several features in their dream homes and the reason they want them. The two papers can be mounted side by side on a 12 x 18 piece of construction paper and displayed.

ACTIVITY TWENTY-TWO: CRITICAL DECISIONS

EDUCATOR'S INFORMATION

Subject Matter Area All subject matter areas

Class Grouping Whole class, small groups

Total Time One or two class periods

Concepts and Vocabulary Critical decisions

Educator's Preparation Tasks Read through the activity and plan the adaptations for your group.

Materials/Resources 12" x 18" drawing paper

Skills Listening, relating information to oneself

PROCESS

a. Remind the students of ACTIVITY SEVEN and the personal time lines they prepared. They listed important events in their lives. Today you are going to look at your important life events as turning points at which critical decisions were made.

   Have students prepare time lines. Distribute a sheet of 12" x 18" drawing paper. Have them turn the paper so an 18" side is at the bottom. At the left side of the paper they will write "birth." At the right side they will write "present" and will spread the numbers of the ages evenly between the two points. Under each number they can write their important turning points. Remind them that these events they are listing are events that changed their lives.

b. Now under each critical decision point write the name of the person or persons who first decided it should happen: "Whose idea was it?"

c. Now on the back of the paper have students list those persons whose decisions have affected their lives.

d. Then ask students to give you the names as you write and tally them on the chalkboard.

   In conclusion, point out that decisions made by ourselves and and decisions made by others do influence our lives.

You may want to allow students to take the time lines home. Their parents will be delighted to talk about their children's past events.

ACTIVITY TWENTY-THREE: ALTERNATIVES, RISKS, AND CONSEQUENCES

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts, Social Studies

Class Grouping Whole class, small groups

Total Time Three class periods

Concepts and Vocabulary Decide, decision making, alternatives, choices, brainstorm, generate a list of alternatives, risks, possible consequences

Educator's Preparation Tasks Prepare the continuum line in (c) below.

Materials/Resources Newsprint, felt-tipped marker

Skills Personal prioritizing, relating information to oneself, small group work skills, imagining consequences of alternatives

> This activity has been written using the words the author would choose to speak to the students. This was done because of the specialized decision-making vocabulary.

PROCESS

a. Let us look at a decision that many of you have made. It may not be part of a major event, because we do it so often: we all have to decide what to wear. You may not always agree but you have lots of alternatives or choices. You could wear a sweater, socks, a paper sack, a garbage can lid, a birthday party hat, paper toweling, blue jeans, a dress or coat.

Arrange students in small groups. Have them brainstorm a list of choices for the decision about what to wear. Introduce the phrase, generate a list of alternatives to describe this task. Tell them they are to generate a list of alternatives for the decision, "What shall I wear?" Select a volunteer for each group to be the recorder and write down that group's list of alternatives.

Quickly review Brainstorming Reminders (Bernhardt, 1975, p. 34). Write them on newsprint as you speak. The explanations in the boxes are for the educator.

1. Try for many ideas.

Quality comes from quantity. When many ideas come in rapid succession, participants are not evaluating them. When imaginations have wide range, good ideas result.

2. Do not judge the ideas.

Evaluating causes contributors to focus on defending, rather than on modifying and improving ideas.

3. Let the ideas be wild.

When wild ideas do not come up, contributors are probably censoring them. It's easier to temper wild ideas than to enliven bland ones.

4. Use the ideas of others.

New, superior ideas come from modifying and combining previously suggested ideas.

Tell them they will have about five minutes to generate a list of alternatives using the brainstorming method.

Then have the recorder in each group read aloud that group's list. Save these papers for tomorrow.

b. For the next class period the students will gather in their same groups as in (a) above. Today's task will be to list possible consequences of some of the alternatives.

Again the recorder will write for the group. Have them select one alternative from the lists they generated in (a) above. They will then try to think of possible consequences or what might happen if they choose to wear that article. Suppose someone chose to wear paper toweling. What might be the consequences?

-it would dissolve in the rain
-it would tear on the playground
-people might write on it
-it wouldn't cover you completely

To repeat, have students choose an alternative and list its possible consequences.

As they finish have them select another alternative and list its possible consequences. Have volunteers read the groups' lists aloud for the rest of the class. Have them save these papers. Tape them up by their group's location if possible.

c. For this final session you will introduce the idea of risks in consequences.

> Risk is defined as: the possibility of suffering harm or loss; danger. In this activity the loss for wearing an inappropriate object as clothing might be loss of self-esteem or loss of respect of others. Risk could be minimized by actions of peers at the time also.

At opposite ends of a wall post two signs: "I Will Take This Risk" and "I Won't Take This Risk ".

Explain that there is a line connecting the signs going from one extreme to the other. They are to show how they feel about the consequences of the alternatives they selected.

Example: the alternative is to wear a blanket. One consequence could be that you might not be able to play baseball on the playground. Raise your hands if you would take that chance or risk. Raise your hands if you would not take that risk or

chance. Raise your hand if your feelings are somewhere between the two. Instead of raising hands we're all going to go stand under the signs or anywhere along the line between them to show how we feel. Read 10 consequences from their lists as they place themselves on the continuum line.

Summarize by saying that we always have alternatives. Each alternative has consequences . Many consequences have some risks for us. We have to look into ourselves to decide whether or not we want to take that risk.

ACTIVITY TWENTY-FOUR: PLANNING POWER

EDUCATOR'S INFORMATION

Subject Matter Area Any and all subject matter areas

Class Grouping Whole class

Total Time Two class periods and a third about four weeks later

Concepts and Vocabulary Planning, goals, attain, evaluate

Educator's Preparation Tasks Prepare an acetate transparency of Resource section page 121. Duplicate for each student a copy of Resource section page 122.

Materials/Resources Pencils, writing paper

Skills Relating information to oneself, reading, written language skills

PROCESS

a. Ask the students to take out a scrap of paper. Tell them about some of your personal goals, those you have attained and those you have not (losing weight, finishing graduate work, answering letters promptly, getting lesson plans done before they are due, etc.) Rate yourself 1 if you never attain your goals, 2 if you sometimes attain your goals, and 3 if you always attain your goals.

Tell the students to jot down a few of their goals and rate themselves -- 1, 2 or 3.

Then ask:
-Why do we set goals? (we want to do or change something)
-Do you always reach your goals?
-Why do things always seem to turn out right for some people and not for others?
-How can we make things "turn out" for ourselves?

Careful planning and hard work are the answers. (Show students the transparency on Resource page 121.) Read each box from left to right. Ask students to raise hands to show where they place themselves on the continuum. (Sharpe (ed.). 1974. p. 80). Begin at the left. Point to each box as you read it.

b. Now ask students to stand if they would like to have more control over their own lives. Tell them that we're going to look at a method to "get it all together." That method is planning. It will also help you feel good about yourselves. Planning helps save time, effort and money.

c. Ask students to think of a goal they would like to attain in the next month. Distribute copies of Resource section page 122. Ask them to write that goal on the top lines. Distribute handwriting paper. Students will answer all the questions on the BEFORE side. Collect these resource pages.

d. After a month, take out the pages and have students evaluate themselves: they will answer the AFTER questions on a separate sheet of paper.

Put the finished pages in their Planning Folders.

e. Have students take turns making "I learned . . ." statements about planning.

Use the film "The Racer" from the Bread and Butterflies series.

ACTIVITY TWENTY-FIVE: SQR^3 AND PHILATELY

EDUCATOR INFORMATION

Subject Matter Area Language Arts, Social Studies or any subject matter area

Class Grouping Whole class, individuals (pairs optional)

Total Time One or two class periods

Concepts and Vocabulary Survey, question, write, read, recite, re-read

Educator's Preparation Task Prepare for each student a copy of Resource section pages 125-132. Prepare an acetate transparency of Resource section pages 123-124.

Materials/Resources Overhead projector

Skills Listening, comprehending, continued application of a skill to other situations, relating information to oneself

PROCESS

a. For this first session you will be introducing the SQR^3 method of studying and will give students a chance to apply it.

Project on the overhead the transparency of Resource section page 123, SQR^3. Tell the students that this is a method that will help them study more efficiently. Read through it to them as you uncover each section.

Then project Resource section page 124, which is part of Chapter One, "Stamps Bring the World to Your Door." Take each of the steps from the preceding transparency. Write on the board the question, "How do stamps recall history?" Have the students follow along as you read the printed text to find out. Ask them to recite the answers.

b. Now distribute copies of Resource section pages 125 and 126. Tell them they will look at another section of the chapter. The section is under the heading, "Tips for the Beginners."

Then have them complete Resource section page 125.

c. Now for the second session, review the SQR^3 introductory transparency of Resource section page 123. Then distribute copies of Resource section pages 127 - 132. Have students complete these on their own or in pairs to avoid reading problems.

d. Allow students to make "I learned . . . " statements about their reactions to the SQR^3 Study Method.

ACTIVITY TWENTY-SIX: MAKE A SPEECH

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts

Class Grouping Whole class, small groups

Total Time Allow four or five class periods

Concepts and Vocabulary Speaking skills, preliminary skills

Educator's Preparation Tasks Prepare and post the chart and pictures described in (a) below. Prepare a chart of the topics listed in (b) below.

Materials/Resources Two sheets of newsprint

Skills Oral expression, relating information to oneself, listening, comprehending

PROCESS

a. Prepare and post a chart:

Speaking Skills

1. Choose a part of the subject.
2. Think of your feelings.
3. Think of your listeners.

Post pictures of a smiling face and a frowning face at the opposite ends of a wall. Say you will be asking some questions. Explain that the frowning face represents feelings of disapproval and dislike. When you want to show that you don't approve or don't like something, you may stand under the picture of the frowning face. The smiling face represents feelings of approval and liking something. When you want to show that you like or approve of something you may stand under the smiling face. There is an imaginary line between the two ends. This line represents the range of feelings between the two extremes. Students may stand at any point on the line or under either end to show what their feelings are.

Have the students go to the wall and show how they feel about:

-the hot lunches
-the playground
-divorce
-junk foods
-angry fighting
-fighting as a sport
-violence on television
-growing old
-inflation
-solar energy

b. Tell the students that during the next few days they will all have a chance to learn some skills helpful for speaking in groups. Ask students to suggest occasions on which they will speak to or in groups. Explain that it's not uncommon to meet people who are afraid to speak in front of others -- their fear controls them. But this fear can be controlled. They will give one-minute speeches about their feelings. This will be done in small groups to develop skill and confidence. Tell them that they will not all feel ready at the same time. Those who do, may begin first. Read aloud the list of topics in (b) above.

Elaborate on the chart you posted in (a) above.

Speaking Skills

1. Think of your listeners. (Get their attention. Use an opener to get their attention: "Do you realize that at this very minute you and I are growing old?" Speak loudly. Speak clearly.)

2. Choose a part of the subject. (We don't know everything about everything. Talk about what you know: "My grandma cries every time we leave her. It must be sad to live in a nursing home.")

3. Think of your feelings. (You are the world's only living expert on your feelings. Feel free to share them: "I feel sad too. I miss my grandma because she used to live across the street.")

c. Go through the list of topics in (a) above. Ask volunteers to suggest an opener or attention getter for each one.

d. Then choose a topic and an opener and give a little speech. Divide the class into small groups and have them do likewise.

e. In a few weeks let them give speeches which are two minutes rather than one minute. Repeat with a three or four minute limit.

ACTIVITY TWENTY-SEVEN: EVALUATING PROGRESS

EDUCATOR'S INFORMATION

Subject Matter Area Math, Social Studies

Class Grouping Whole class, pairs, individuals

Total Time Three or four class periods

Concepts and Vocabulary Progress, improvement, evaluate, pre-test, post-test, assignments, redo

Educator's Preparation Tasks Duplicate for each student a copy of Resource section pages 133 - 142. Prepare a wall chart of Resource section page 137. Prepare an acetate transparency of Resource section page 138 to use in correcting the post-test.

Materials/Resources Acetate transparency, pen, overhead projector, chart paper, felt-tipped pen.

Skills Self-evaluation, analysis of errors, completion of work tasks, applying information to oneself

> This activity presents two different self-evaluation methods. The first is useful when evaluating mastery of specific concepts. The second is appropriate when evaluating general progress over a longer period of time. This second method has been suggested to give students some responsibility for the parent-teacher conferences.

PROCESS

a. Administer the PRE-TEST on Resource section page 133. Collect and store the papers.

b. Then have students complete Resource section page 134, ARABIC NUMERAL GRID.

c. Then distribute copies of Resource section page 135, ROMAN NUMERALS TO TWELVE. Ask students to underline the numerals I, V and X. Explain that these are cornerstones on which the

others are built. Ask someone to explain the system. (Other numbers are built from I, V and X by adding or subtracting the value of a symbol. The value of a symbol <u>following</u> another of the same or greater value is <u>added</u>: XI = 11. The value of a symbol <u>preceding</u> another of the same or greater value is <u>subtracted</u>: IX = 9.

Distribute copies of Resource section page 136, ROMAN NUMERAL GRID. Have students fill in the Roman numerals from one to twelve. Collect and store this grid sheet.

d. On the second day distribute copies of Resource section page 137, ROMAN NUMERALS TO ONE HUNDRED. Discuss this with the students. Distribute their copies of ROMAN NUMERAL GRID (see Resource section page 136). Have them place the Roman numerals for 40, 50, 60, 90, and 100 in the correct squares on their grids.

Explain that they will try to fill in the remaining squares with Roman numerals. The following guideline should be helpful: the value of a symbol standing between 2 symbols of greater value is subtracted from the value of the second symbol. The remainder is added to the value of the first symbol:

XIX = 19

X I X

19 = 10 + (9 = 1 - 10)

Allow enough time for all students to complete the assignment correctly. Encourage them to work together on this.

e. Then administer the POST-TEST found on Resource section page 138. Have them correct their own POST-TESTS. Write the answers on the transparency as they give them to you. Have them total their scores to find the percentage correct.

f. Now distribute their completed copies of Resource section page 133, PRE-TEST and have them correct these papers. Have them total their scores and compare their two percentages. Discuss the following:

-meanings of pre-test and post-test.
-how many did better on the pre-test than on the post-test and why.
-which ones they missed on the post test.
-did they make any progress.

Ask them to turn t ir papers over and write:

-what they don't understand about Roman numerals to 100.
-what would help them understand them better.
-what assignments they should redo to improve.

g. For those students who had 100% on their post-tests, distribute copies of ROMAN NUMERALS TO A MILLION (see Resource section page 139).

h. Post a blank chart and ask students to write on it in their spare time. Caption it: "Where I Saw Roman Numerals Used."

i. Invite a math teacher to come and talk about:

-the importance of self-evaluation to a person who uses math.
-why a person in applied math has to be able to find his or her errors.
-other number systems not based on 10.

j. About a week before your parent-teacher conferences, have each student complete the CONFERENCE WORKSHEET (see Resource section pages 140-142). You may want to consider including each student in his or her conference.

This student input may have several very beneficial outcomes:

1. Parents will begin to see conferences as more positive and less threatening.
2. The student is able to make significant contributions to the conference.
3. The students' view of progress reports is expanded.
4. The students are encouraged to exercise some control over their conferences.
5. Student participation underscores their credibility and your faith in them.

This CONFERENCE WORKSHEET was adapted from the staff development handbook for the Advisement program at the junior high level. Our thanks to Hewkins and Coles, 1975.

Use this activity to build on the concept that present societies are influenced by those of the past. This concept can be presented in many subject matter areas with Roman numerals and self-evaluation of progress.

Art

1. Influence of Greek and Roman architecture
   a. Washington, D.C.
   b. Ante-bellum homes of the South
2. Examples of Doric, Ionic, and Corinthian columns in local architecture.
3. Examples of Roman arches in local architecture

Literature

1. Roman or Greek mythology
   a. Read, illustrate, re-tell a myth.
   b. Rewrite a myth. Use the plot but modernize the characters' names and the setting.
2. List Roman gods and goddesses and their Greek counterparts.

Social Studies

Origins of our democracy, law and senate

Language Arts

1. Teach use of the outline form using Roman numerals.
   a. Discuss need for use of lettering and lettering to keep track of things.

Have workers in any of the above areas come to speak as Resource persons about their work roles, family, leisure, and citizen involvement.

Most important of all, have them explain how they evaluate their learning to see what they have to review and study more. The possibilities are endless!

ACTIVITY TWENTY-EIGHT: MATCHING PEOPLE WITH JOBS

EDUCATOR'S INFORMATION

Subject Matter Area Language Arts

Class Grouping Whole class, small groups of three, individuals

Total Time Three or four days

Concepts and Vocabulary Newspapers, classified advertisements, "want ads," employment, situations, sections of a newspaper, tasks, abilities

Educator's Preparation Tasks Prepare an acetate transparency of Resource section page 143. Duplicate for each student a copy of Resource section page 144.

Materials/Resources One sheet for each student of "want ads" from a daily newspaper; one complete edition of a daily newspaper; overhead projector; scissors, paste, pencils

Skills Listening, comprehending, relating information to oneself, organizing information

PROCESS

a. Hold up the newspaper for the class to see. Ask if they can name the different sections (such as news, entertainment, sports, home and hobbies, want ads).

Explain that another name for want ads is classified advertisement or classified ads. There are several different classifications or categories. Show the overhead transparency of Resource section page 143. Ask them to name the classification they see here: Musical Merchandise, Miscellaneous for Sale, Employment, and Situations Wanted.

Ask under what heading they would look to find:

-fresh cucumbers for sale
-a teaching job
-a guitar amplifier
-a part-time job
-a used baby crib
-a person to cut the grass
-a used bicycle
-a person to paint your house
-a job selling Avon

Tell them that there are many other classifications of advertisements also.

b. Suppose you wanted a part-time job and were old enough to have one. You see the ad for full and part-time counter attendants in the snack bar at the J.C. Penney store. Show the transparency and read the second Penney ad. You have to do many different tasks. Under "tasks" on the chalkboard have students tell you what to list. Across from each task and under the heading "abilities" have them suggest an ability needed to accomplish that task. Then you can go to the Personnel Office at Parkade Plaza and apply if you feel you have some interest and abilities along this line.

c. Distribute the sheets of want ads.

They are to locate an employment ad for a job they might like - full or part-time.

They should circle the ad. Allow them about 15 minutes.

You may want to have them sit together in pair so the less able readers are not kept from participation.

Have them put their names on their ad sheets. Collect them.

d. The next day explain that they will get together in groups three. Each person's job choice will be used. As a group they will examine each person's circled choice. They will help that person list tasks performed on that job and an ability needed to perform each task. Refer them to the example you wrote on the board in (b) above. Distribute their ad sheets and lined paper. Allow a whole class period for this - more if needed. Collect their papers.

e. In the final session, distribute their ad sheets, lists of tasks and abilities and a copy of Resource section page 144, MATCHING JOBS AND PEOPLE. Each will cut the circled ad from the newspaper page and paste it in the box on the top of the Resource page.

They will then look at each ability listed on their lined paper. They will make an X in the blank box under the heading where that ability might be developed. When finished, they can see at a glance the box where there are many X's. This

will indicate the general curriculum area where the job applicant needs strength.

Talk about other ways in which jobs available are advertised:

- -professional publications
- -placement services
- -word-of-mouth

Ask students to ask an adult how he or she has found a job. They can tally these on the chalkboard the next day. Use this to make a very simple picture graph for math or science concepts of graphing information.

ACTIVITY TWENTY-NINE: OTHERS LEARN EVERYWHERE

EDUCATOR'S INFORMATION

Subject Matter Area All subject matter areas

Class Grouping Small groups

Total Time One class period

Concepts and Vocabulary Life situation, setting, learning

Educator's Preparation Task None

Materials/Resources An empty soda bottle for each small group

Skills Listening, comprehending, relating information to oneself, relating information to others

PROCESS

a. Divide the class into small groups. They should be seated on the floor in a circle to play a variation of "Spin the Bottle." Students will take turns spinning the bottle. The person to whom the bottle top points describes something he or she learned. The person to whom the bottle bottom points, tries to name the life situation, where he or she learned it. If the guesser doesn't guess right on three tries, he or she gets to call on others to help guess. They will get seven more guesses - ten in all.

Relate this activity to the world of work. Invite a speaker from a high school or community college to come and speak about practicum experience or adult education programs. Have a parent who has taken adult education courses come and tell the students why (advancement and/or personal satisfaction). Point out the range of courses from applique' to zebra stuffing. Ask students what they might find interesting. Learning is fun!

ACTIVITY THIRTY: TRY IT: YOU'LL GROW

EDUCATOR'S INFORMATION

Subject Matter Area Any and all subject matter areas.

Class Grouping Whole class, individuals

Total Time Allow a week of class periods

Concepts and Vocabulary Interests, expand, awareness, grow, job satisfaction, worker satisfaction

Educator's Preparation Tasks Read through the entire activity. Gather the art materials.

Materials/Resources Art media for pupil-planned presentations

Skills Relating information to oneself, presenting information to others, preparing a display or presentation

PROCESS

a. Review fractions. Ask students to determine how many hours of leisure time they have per day (or per week). Then have them determine the number of hours spent on each of their various leisure time activities. Have them represent this on pie graphs. Talk about your own interests, too. Then have them list their interests on half of one sheet of paper. Caption that half: "Before Interest Fair."

b. Now have an "Interest Fair." Urge students to prepare talent performances, hobby displays, posters, demonstrations, bulletin boards to show their interests. You may want to invite another class to come spend time at the Interest Fair.

c. When the cheering has stopped, talk about all the various interests. Ask students to think of certain specific interests displayed. Ask them to think of occupations in the world of work where a person with that interest could be happy. Explain that we like and succeed at work that interests us. Ask students to think of occupations that might not be too interesting to them personally. Explain that satisfaction varies in different jobs and in different workers. Ask them how workers can arrange their lives so they can be in contact with the things and activities that interest them, even though they may not get much interest expression on the job.

Yes, through their non-work activities: their leisure, citizen and family-member activities.

Explain that trying new things in our leisure time helps us discover our true interests as well as abilities. Trying new things also helps us learn what we don't like to do after the newness wears off. Succeeding at new things is good for us. It builds our confidence.

We can expand our awareness by watching what other people do with their spare time and by asking those other people about the activity.

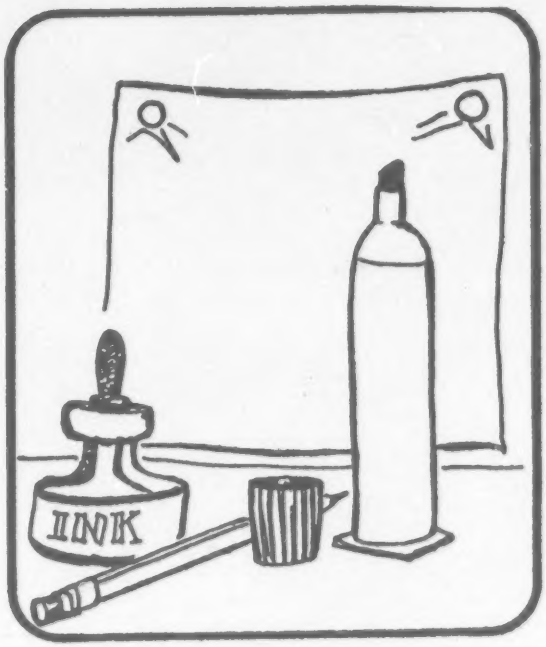
Distribute copies of their interest lists from (a) above. Have them caption the other side "I'd Like to Try . . ." They should list new things to which they were exposed at the "Interest Fair."

d. The more time we spend on a leisure activity, the greater the interest in it. Have the students examine the interest on which they spent the most time in (a) above. Remember, interests are freely chosen. Have them write a short paper: "My Interest in _____." They can write a few paragraphs describing:

- -when they first did the activity.
- -what basic skills they use in the activity.
- -who introduced them to it.
- -what important others do it.
- -how long they have liked it.
- -if they think they will still be doing this activity when they have retired.

Have them illustrate the papers if there is time. Let them read aloud their papers to the rest of the class.

e. Return their planning folders. Spend a few minutes letting them make "I learned . . ." statements about Career Guidance.



RESOURCE SECTION

The pages in this section include the originals for:

(1) acetate (overhead projector transparencies).

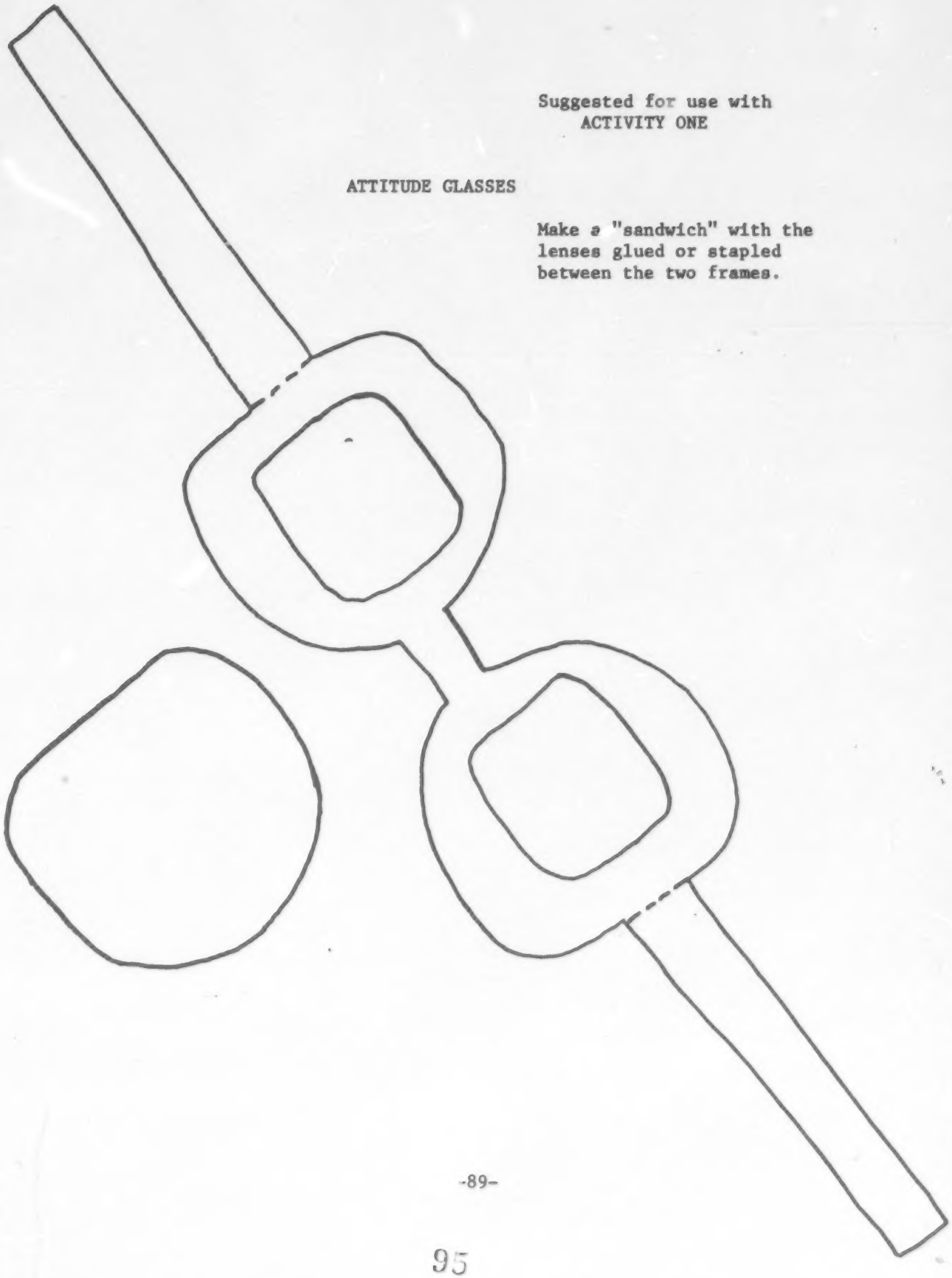
(2) student "hands-on" materials.

The pages are printed on white paper so you can put them through your Thermofax copying machine. This machine will reproduce either an acetate transparency or a spirit duplicator ("ditto") master, ready to use.

Suggested for use with
ACTIVITY ONE

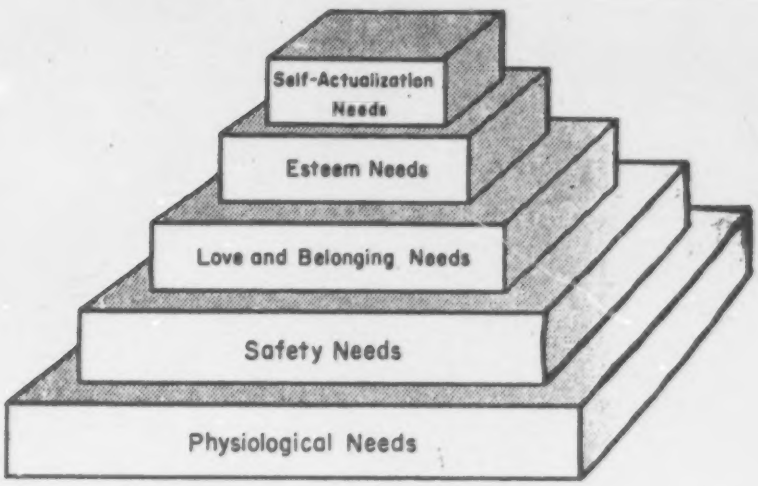
ATTITUDE GLASSES

Make a "sandwich" with the lenses glued or stapled between the two frames.



Suggested for use with
ACTIVITY TWO

MASLOW'S BASIC HUMAN NEEDS



PHYSIOLOGICAL	-those necessary to maintain life: food, oxygen, rest, etc.
SAFETY	-the needs involved in avoiding danger and being safe -in infants and children, some kind of routine or rhythm, rather than disorder
LOVE	-affectionate relations with people -a place in the group
ESTEEM	-approval by others -self-approval -recognition as a worthwhile person
SELF-ACTUALIZATION	-to become the person that one can be -to become what one is

Suggested for use with
ACTIVITY FOUR

GROUP DISCUSSION ROLES

LEADER

You start the discussion. You have a problem you want to risk talking about. Your problem concerns your two friends who will not speak to each other. If you are nice to one of them the other one will get mad at you. You do not know what to do.

Speak up.
Risk.
Tell how you feel and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

GATEKEEPER

Be an observer.
Show concern.
Tell how you feel when others are left out and why.

ADVOCATE

Support the group.
Give feedback (when you see behaviors that help).

ADVOCATE

Support the group.
Give feedback (when you see behaviors that don't help).

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

NON-TALKER

Be shy.

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

Suggested for use with
ACTIVITY FOUR

GROUP DISCUSSION ROLES

LEADER

You start the discussion. You have a problem you want to risk talking about. It concerns the cheating that goes on when you play ball. You are really mad at some of your best friends because they not only do not play fair, but they try to act "big" when they get away with it. You want to tell the group how you feel about it.

Speak up.
Risk.
Tell how you feel and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

GATEKEEPER

Be an observer.
Show concern.
Tell how you feel when others are left out and why.

ADVOCATE

Support the group.
Give feedback (when you see behaviors that help).

ADVOCATE

Support the group.
Give feedback (when you see behaviors that don't help).

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

NON-TALKER

Be shy.

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

Suggested for use with
ACTIVITY FOUR

GROUP DISCUSSION ROLES

Write Your Own Problem

LEADER

You start the discussion.

Speak up.
Risk.
Tell how you feel and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

GATEKEEPER

Be an observer.
Show concern.
Tell how you feel when others are left out and why.

ADVOCATE

Support the group.
Give feedback (when you see behaviors that help).

ADVOCATE

Support the group.
Give feedback (when you see behaviors that don't help).

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

NON-TALKER

Be shy.

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

Suggested for use with
ACTIVITY FIVE

THE GOALS OF MISBEHAVIOR

Child's Faulty Belief	Child's Goal
I belong only when I am being noticed or served.	Attention
I belong only when I am in control or am boss, or when I am proving no one can boss me!	Power
I belong only by hurting others as I feel hurt. I cannot be loved.	Revenge
I belong only by convincing others not to expect anything from me. I am unable; I am helpless.	Display of Inadequacy

Suggested for use with
ACTIVITY FIVE

THE GOALS OF POSITIVE BEHAVIOR[1]

Child's Belief	Goal	Behavior
I belong by contributing.	Attention Involvement Contribution	Helps. Volunteers.
I can decide and be responsible for my behavior.	Power Autonomy Responsibility for own behavior	Shows self-discipline. Does own work. Is resourceful.
I am interested in cooperating.	Justice Fairness	Returns kindness for hurt. Ignores belittling comments.
I can decide to withdraw from conflict.	Withdrawal from conflict Refusal to fight Acceptance of others' opinions	Ignores provocations. Withdraws from power contest to decide own behavior.

1. Dinkmeyer and McKay, 1976.

Suggested for use with
ACTIVITY FIVE

Belief: I belong by contributing.

Goal: Attention, involvement, contribution

Behaviors: Helps. Volunteers.

EXAMPLES

Home	School

Suggested for use with
ACTIVITY FIVE

Belief: I can decide and be responsible for my own behavior.

Goal: Power, autonomy, responsibility for own behavior

Behaviors: Shows self-discipline. Does own work. Is resourceful.

EXAMPLES

Home	School

Suggested for use with
ACTIVITY FIVE

Belief: I am interested in cooperating.

Goal: Justice, fairness

Behaviors: Returns kindness for hurt. Ignores belittling comments.

EXAMPLES

Home	School

Suggested for use with
ACTIVITY FIVE

Belief: I can decide to withdraw from conflict.

Goal: Withdrawal from conflict. Refusal to fight. Acceptance of others' opinions.

Behaviors: Ignores provocations. Withdraws from power contest to decide own behavior.

EXAMPLES

Home	School

Suggested for use with
ACTIVITY SIX

THE STRATEGIES[1]

1. Negotiating - children talk about their position in the conflict and discuss what might be done about it.

2. Compromising - both parties give up something to resolve conflict.

3. Taking Turns - one individual goes first and the other second.

4. Active Listening - perceiving what the other individual is saying and also feeding it back accurately.

5. Threat-Free Explanation - an individual communicates his position in a conflict without threatening the other person.

6. Apologizing - saying you are sorry without necessarily saying you are wrong.

7. Soliciting Intervention - seeking consultation or help when the issue is too complex or heavy to handle.

8. Postponing - individuals agree to wait for a more appropriate time to handle the situation.

9. Distracting - calling attention to something else as a way of defusing the conflict.

10. Abandoning - moving away from a situation which cannot be dealt with.

11. Exaggerating - children role play an exaggerated interpretation of the issue.

12. Humor - the angry feelings associated with conflict are diffused in some humorous and constructive way.

13. Chance - a technique such as flipping a coin is used to decide a conflict.

14. Sharing - the individuals decide to share for the benefit of both.

NOTE: The above 14 strategies are considered to be primarily positive. The following strategies are often used by children and in some

cases may meet the needs of the child. However, these three approaches have many negative consequences. Whenever possible, their use has been discouraged in this curriculum.

15. Violence - verbal or physical abuse is used as a means of dealing with conflict.

16. Flight - an individual retreats internally or physically, leaving a conflict when he/she should have worked it through.

17. Tattling - an individual attempts to enlist others to handle conflicts for them.

---

1. Palomares et al., 1975, pages 14-23.

Suggested for use with
ACTIVITY EIGHT

LITTLE BROTHER'S "MOCCASINS"

1. Suppose you have a little brother who is three years old. Little Brother has just broken one of Mother's good dishes. It is logical for her to feel upset. What might she say or do in this situation?

_____

2. Suppose it broke because he threw it while having a temper tantrum. What might she say or do in this situation?

_____

3. Suppose it broke because he dropped it while trying to wash the dishes. What might she say or do in this situation?

_____

4. Suppose it broke because he dropped it while carrying it to the bedroom to bring her breakfast in bed. What might she say or do in this situation?

_____

5. Suppose it broke because he dropped it while trying to sneak out some ice cream after she told him supper was nearly ready. What might she say or do in this situation?

_____

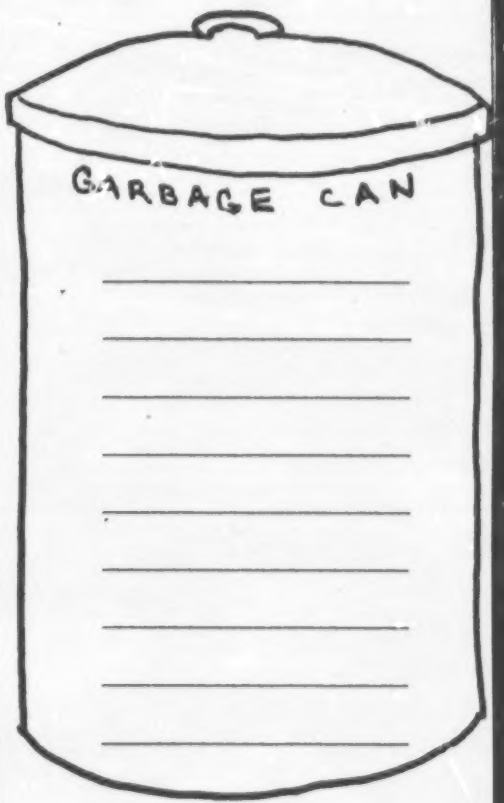
6. Suppose it broke because he dropped it when you yelled "Boo!" at him and scared him. What might she say or do in this situation?

_____

Suggested for use with
ACTIVITY TEN

FOOD SORT

THE BASIC FOUR	
FRUITS VEGETABLES	MEAT GROUP*
	*Including cheese, eggs, and peanut butter
GRAINS AND CEREALS	MILK AND MILK PRODUCTS

JUNK FOOD


Suggested for use with
ACTIVITY TEN

ROLE-PLAYING SITUATIONS

- Sell a car. Make us believe the car will make us lovable.
- Sell razor blades. Be a famous person.
- Sell tennis shoes. Repeat the brand name.
- Sell aspirin. Give some unreliable information.
- Sell a snack food. Make up some of the words.
- Sell a hobby supply item. Make us think that the item will make us successful.
- Sell a bicycle. Try to make us think you are our friend.
- Sell flea powder. Make us believe that you are also as miserable as a flea-bitten dog.
- Sell a tombstone. Make us think you are giving us friendly advice.
- Sell dishwashing detergent. Make us think it will keep us young and attractive.
- Sell dog food. Use humor.
- Sell peanut butter. Make up some words to tell us how creamy it is.
- Sell a toy. Give us some unreliable information.

Suggested for use with
ACTIVITY ELEVEN

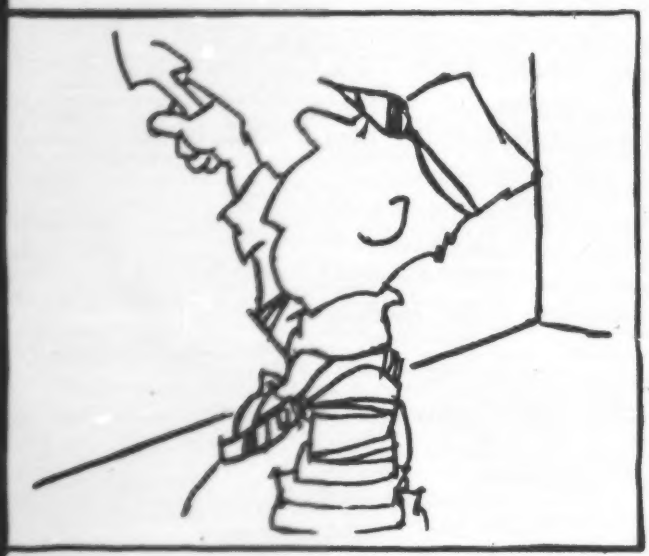
HIDDEN IN THE PUZZLE

In the puzzle below are hidden 15 hobbies, or interest areas: recreation, sports, and various activities. Here are some clues:

a. A water sport
b. Takes canvas, yarn and needle
c. Carpenters are artful at this
d. How to get through Gone With the Wind in two sittings
e. Solo sport on tracking animals
f. Work on already tanned animal skins
g. All you need is a camera and film
h. If you've got vocal cords you can do this
i. You can do it outdoors with tools, plants and earth
j. One needle and yarn = blankets, clothes, etc.
k. Game you could play with a queen
l. A strong-man sport
m. Cuisine is a synonym
n. Solo sport on mats, trampoline, bars, rings
o. Team game with ball and net

Circle the recreation activities in the puzzle:

z t n i o p e l d e e n w
g s p e e d r e a d i n g
n k h f r s i n g i n g n
i r o q t a w r e p o s i
k o t s e g n i t n u h n
r w o c h d o i m p r a e
o r g h c a l p q m o y d
w e r e o y e x r n i g r
d h a s r t s e i z o n a
o t p s c i t s a n m y g
o a h g n i l t s e r w o
w e y v o l l e y b a l l
x l u g n i k o o c v u s



Plasterers spread soft lathes (see Lathers) to make walls. They use a trowel to make the wall smooth. Plasterers may also use machines to spray plaster on walls and ceilings (Hopke and Parramore, 1974, p. 75).

A plasterer might work together with a/an _____ to _____. _____.

Suggested for use with ACTIVITY TWELVE

Lathers install metal and wooden lathes to support walls. Lathes are strips over which plaster, stucco or cement is applied. These materials cling to the lathes to make strong walls and ceilings. Lathers use rulers, hammers, saws, and stapling machines in their work (Hopke and Parramore, 1974, p. 51).

A lather might work together with a/an _____ to _____ _____.

Suggested for use with ACTIVITY TWELVE

Suggested for use with
ACTIVITY TWELVE

POLICE OFFICER (po-lice' of'-fi-cer)

Police officers are on duty to help people. They are often called public servants. In their jobs, they protect people by preventing crime before it happens or helping to solve crimes that have already happened. Police serve the public by directing traffic and in rescue missions also.

A police officer might work together with a/an _____ to _____.

POET (po'-et)

Poets are special writers who describe feelings with words. They write their poems in stanzas using a rhythm or beat, and sometimes rhymes. When poets write, they try to share in the feelings and experiences of all people. Their work can be found in magazines as well as books.

A poet might work together with a/an _____ to _____.

HORTICULTURIST (hor'-ti-cul-tur-ist)

Horticulturists are scientists who study all types of plants. They research ways to improve plants by making them stronger. These scientists are also interested in the growing, storing, and shipping of trees, flowers, shrubs, and bushes.

A horticulturist might work together with a/an _____ to _____.

OCEANOGRAPHER (o-cean-og'-ra-pher)

Oceanographers study the oceans of the world. They check how deep they are and the chemicals in the water. Oceanographers make temperature studies and map the ocean floors. These scientists often make long sea voyages to gather this information.

An oceanographer might work together with a/an _____ to _____.

OCCUPATIONAL THERAPY ASSISTANT (oc-cu-pa'-tion-al ther'-a-py as-sis'-tant)

These therapy assistants help patients who have serious illnesses and injuries. They teach them how to use their bodies again. They also teach patients to use artificial arms or legs. Occupational therapy assistants use all the time needed to help their disabled patients.

An occupational therapy assistant might work together with a/an _____ to _____.

Suggested for use with
ACTIVITY TWELVE

PHOTOGRAPHER (fho'tog'-ra-pher)

Photographers take pictures of people, places and things. They have darkrooms and laboratories where the film is developed into negatives. The photograph is printed from negatives. They may work for newspapers or for a portrait studio. There are also jobs in television, motion pictures, and advertising for photographers.

A photographer might work with a/an _____ to _____ _____.

BEAUTICIAN (beau-ti'-cian)

Beauticians help their customers take care of their hair, skin, and fingernails. They massage the scalp and face and suggest the proper make-up. Beauticians also style and care for wigs.

A beautician might work together with a/an _____ to _____ _____.

BARBER (bar'-ber)

Barbers cut, trim, and shape people's hair. They trim beards and mustaches, give shaves and scalp treatments. Barbers fit and groom their customers' wigs. To do all of this work, barbers use scissors, razors, combs, clippers and other tools.

A barber might work together with a/an _____ to _____ _____.

RECEPTIONIST (re-cep'-tion-ist)

Receptionists work near the main entrance of an office or business. They greet people and give directions to visitors. Receptionists also answer the telephone, keep record of calls and make appointments for customers.

A receptionist might work together with a/an _____ to _____ _____.

PATTERNMAKER (pat'-tern-mak'-er)

Patternmakers make wood or metal patterns when factories plan to produce new items. These workers make the first pattern of the item so that many more may be produced on machines.

A patternmaker might work together with a/an _____ to _____ _____.

COMMERCIAL ARTIST (com-mer'-cial art'-ist)

Commercial artists sketch, draw, paint, and letter advertisements. Their artistic ability is a great help to the newspapers, magazines, and television stations for whom they work. The work of commercial artists can also be found in many school textbooks.

A commercial artist might work together with a/an _____ to _____ _____.

Suggested for use with
ACTIVITY TWELVE

HYDROLOGIST (hy-drol'-o'gist)

"Hydro" means "water." Hydrologists study two kinds of water. One is surface water, such as lakes and rivers. The other is underground water found in springs. Hydrologists study ways to get more water to farmers. They may also help control flooding. These water specialists also make maps of underground water supplies in their jobs.

A hydrologist might work together with a/an _____ to _____ _____.

GRAPHIC ARTIST (graph'-ic art'-ist)

Graphic artists work in all areas of printing and display work. They draw pictures for advertisements and books. Some graphic artists specialize in printed products. Others may work for stores by setting up window or floor displays. These artists may also sell and deliver art supplies needed by companies.

A graphic artist might work together with a/an _____ to _____ _____.

COUNTY HOME ECONOMICS AGENT (coun'-ty home e-co-nom'-ics a'-gent)

County home economics agents teach people how to run their homes. These agents work in areas away from large cities called rural areas. The home economics agent instructs families in how to handle food, budget their money, and save on clothing.

A county home economics agent might work with a/an _____ to _____ _____.

BROADCAST TECHNICIAN (broad'-cast tech-ni'-cian)

Broadcast technicians set up and run the equipment needed to put on a radio or television program. These technicians work in studios with microphones, cameras, projectors, and tape recorders.

A broadcast technician might work together with a/an _____ to _____ _____.

ROUTEPERSON OR DRIVER SALES (route'-per-son or driv'-er sales)

Routepersons drive trucks to deliver items to homes and businesses. They load the trucks, drive them, and deliver the products.

Routepersons may also collect payments from customers. Route drivers may work for dairies, bakeries, drycleaners, or any other business sending products to their customers.

A routeperson might work together with a/an _____ to _____ _____.

Suggested for use with
ACTIVITY TWELVE

BOOKKEEPER (book'-keep-er)

Bookkeepers help keep money records in all kinds of businesses. They keep track of money the businesses make and the money they spend. Bookkeepers use business machines to find out whether the companies are making a profit or taking a loss.

A bookkeeper might work together with a/an _____ to _____.

PODIATRIST (po-di'-a-trist)

Podiatrists study and treat foot conditions. They may treat ingrown nails or build up weak arches. They also help improve muscle, joint, and bone conditions. If needed, these doctors may perform foot surgery.

A podiatrist might work together with a/an _____ to _____.

RECREATION SPECIALIST (rec-re-a'-tion spe'-cial-ist)

Recreation specialists plan activities for parks and playgrounds. They help people enjoy their free time. These specialists may work in sports centers, churches, hospitals, or for youth groups.

A recreation specialist might work together with a/an _____ to _____.

FASHION DESIGNER (fash'-ion de-sign'-er)

Fashion designers make new styles of clothing for people. They sketch ideas and help make patterns for clothes. These designers must keep up with new fabrics and the latest styles in their work.

A fashion designer might work together with a/an _____ to _____.

BUS DRIVER (bus driv'-er)

Bus drivers do more than just drive. In their job, they must collect money or tickets, give information and directions, and provide for the safety of their passengers.

A bus driver might work together with a/an _____ to _____.

FORESTER (for'-est-er)

Foresters manage and protect woodland. They care for trees by seeing that they grow properly. Foresters also feed and water animals or find shelters for them. In addition, they may look after campgrounds, parks, and other wooded recreation areas. Foresters work in woodlands as well as in laboratories for industries that use wood.

A forester might work together with a/an _____ to _____.

Suggested for use with
ACTIVITY TWELVE

AIR TRAFFIC CONTROLLER
(air traf'-fic con-trol'-er)

Air traffic controllers direct planes in the air and on the ground. Their job is like that of traffic officers on a crowded street except they work at busy airports. These controllers let pilots know when and where they may take-off or land planes. All of this important work is done from the controllers' post high in the airport control tower.

An air traffic controller might work together with a/an _____ _____ to _____ _____.

FISH CULTURE TECHNICIAN
(fish cul'-ture tech-ni'-cian)

Fish culture technicians breed and raise fish. They work for federal, state and privately-owned hatcheries. These technicians care for fish from the time they hatch from eggs until they are fully grown. Fish culture technicians improve fish and the body of water they live in.

A fish culture technician might work with a/an _____ to _____ _____.

COUNSELOR (coun'-sel-or)

Counselors talk with people and help them to help themselves. They help students to get the most they can out of school. Counselors help people plan to get jobs they like and can do. Counselors also help people learn how to get along better with themselves and with other persons. Some counselors work mainly with people who have handicaps. Counselors help handicapped persons learn and work as much as they can.

A counselor might work together with a/an _____ to _____ _____.

LANDSCAPE ARCHITECT (land'-scape ar'-chi-tect)

Landscape architects work to make land beautiful as well as useful. They plan where buildings are to be placed and how to beautify the grounds around them. These architects work at parks, schools, and housing projects. After planning, landscape architects also direct the planting of the land.

A landscape architect might work together with a/an _____ _____ to _____ _____.

Suggested for use with
ACTIVITY TWELVE

GEOLOGIST (ge-ol'-o-gist)

Geologists study the many layers of material that make up the earth. They research what the world was like in the beginning and what the world is like now. Geologists look for hidden resources or map out what is beneath the earth's surface. These scientists are also studying the surface of the moon and other planets.

A geologist might work together with a/an _____ to _____.

INDUSTRIAL DESIGNER (in-dus'-tri-al de-sign'er)

Industrial designers plan the products to be made by industries. They also design the packages and displays for these items. Industrial designers work with new ideas. They improve the looks of machine-made products. These designers understand materials, machines, and production to do their job.

An industrial designer might work together with a/an _____ to _____.

INTERIOR DECORATOR (in-te'-ri-or dec'-o-ra-tor)

Interior decorators are workers who help decorate the insides of homes and businesses. They also work with the interiors of ships, airplanes, and theaters as well as set decorations for motion pictures and television. Decorators help people choose paint, wallpaper and floor coverings. They help make everything look pleasing.

An interior decorator might work with a/an _____ to _____.

Suggested for use with
ACTIVITY FOURTEEN

RECIPES

BETTY CROCKER'S COLE SLAW

Ingredients

2½ cups finely shredded, chopped or grated cabbage
1 tsp. salt
salad dressing or mayonnaise mixed with a little cream

Procedure

Place cabbage in vegetable crisper or covered dish in refrigerator for two or more hours.

Then sprinkle with the salt. Moisten with salad dressing or mayonnaise.

Toss lightly with a fork. Serve immediately.

Serves 4 people.

MINI PIZZAS

Ingredients

1 can of 10 refrigerator biscuits
½ an 8 ounce can of tomato sauce (not paste)
¼ lb. ground beef
¼ tsp. salt
10 small slices of cheese
Italian seasoning (herbs)

Procedure

Pat and push the biscuits into circles about 4 inches across. Put on a baking sheet. Put about 1 tablespoon of tomato sauce on each. Sprinkle very lightly with the Italian seasoning. Bake at 400° until lightly browned (about 10 minutes).

RECIPES

MINI PIZZAS

While the mini pizzas bake, crumble the meat into a hot skillet and brown over low heat. Pour off grease and add salt.

Turn oven down to 325° (low). Put some meat and the cheese on each mini pizza. Heat pizzas in oven until cheese is melted. Eat and enjoy!

Makes 10 mini pizzas.

HOPE'S EASY ICE CREAM

Ingredients

6 eggs
2 cups sugar
1 Tbsp. vanilla
½ tsp. salt
4 cups half and half
4 cups whole milk

Procedure

Beat eggs thoroughly in mixing bowl. Continue beating while adding sugar slowly to be sure sugar is dissolved. Add remaining ingredients. Mix well. Put in freezer can. Replace cover and paddles. Put freezer into the bucket. Pack ice around the freezer can. Add ice cream salt to get ice water, keeping the bucket full. Churn until solid. Take the paddles out of the can before storing in the freezer.

Makes 1 gallon of delicious ice cream.

Suggested for use with
ACTIVITY FOURTEEN

STEPS IN A TASK

1. What is the task?

   _____

2. What are the steps (from gathering ingredients and supplies to cleaning up)? List them -- 1, 2, 3 etc.

3. How will you know if the task is well done? _____

   _____

   _____

4. How will you know if the task is not well done? _____

   _____

5. Suppose the task is not well done and the product doesn't turn out right (it "flops"). How can you find out what went wrong? _____

   _____

6. Suppose it doesn't turn out right. Finding out what went wrong is the first step in correcting a mistake. What might be your next step?

   _____

   _____

Suggested for use with
ACTIVITY SEVENTEEN

SAMPLE COMMUNITY SURVEY

(date)

Dear Sir or Madam,

As you may know, we are involved in a new program -- Career Guidance. It is aimed at helping students to develop skills to examine and to influence all aspects of their total life careers.

Our students are exploring the purposes of various work roles. Would you be willing to have a pair of students interview you or one of your employees? They will be seeking to find the purposes of various work roles.

They will also want to ask other questions about your work and how it affects other aspects of you life. The students will also want to know if the purpose of your work affects their lives in any way.

We hope you will share in this exciting project.

Sincerely,

Kent Waite

My work is performed at _____
during the hours _____.

I will be happy to have a pair of students interview me or my employees. I can be reached at _____
from _____ to _____.

(Signed) _____

Suggested for use with
ACTIVITY SEVENTEEN

INTERVIEW PLAN

You are each going to interview a worker who lives in our area. You are to discover the purpose of the job. Here are some broad questions to help you plan your interview. You may also ask other questions to help you understand what the interviewee is saying.

1. What is your job?

2. What do you do?

3. How might your work affect my life?

4. What is the main purpose of your job?

5. Is this purpose important to you?

6. Do you like your job?

7. If you looked for another job, would it be like or different from this job? Why?

8. What do you do when you are not working?

   -as a family member?

   -as a citizen?

   -as a leisure participant?

Suggested for use with
ACTIVITY EIGHTEEN

ACTIVITIES

Write or draw about the activities of the worker you interviewed.

_____'s Leisure Activities

_____'s Citizen Activities (community, nation, state, church)

_____'s Family Activities

Suggested for use with
ACTIVITY NINETEEN

ROLES

Look at the activities of your worker on Resource page 119. Your worker is what your worker does. List your worker's other roles based on his or her other activities.

_____'s Leisure Roles
_____'s Citizen Roles (community, nation, state church)
_____'s Family Member Roles (father, mother son, etc.)

Suggested for use with
ACTIVITY TWENTY-FOUR

PLANNING CONTINUUM

Nothing in my life is planned.
I let others make plans for me.
Some things I plan -- other things "just happen."
I make plans with the help of others.
I plan everything in my life without the influence of others.

Suggested for use with
ACTIVITY TWENTY-FOUR

PLANS

My realistic goal _____

_____

BEFORE	AFTER
EFFORT	
1. What will you have to do?	1. Did you do it as well as you could?
2. Do you need more information?	2. Did you get the needed information?
TIME	
3. By when?	3. Did you "make it?"
4. How much time per day? When?	4. Did you follow your schedule?
MONEY	
5. How much will it cost?	5. Were there any hidden costs?
6. Can I afford it?	6. Did it cause you any money problems?

Suggested for use with
ACTIVITY TWENTY-FIVE
(Transparency)

SQR^3

SURVEY the chapter. Look at the headings.
-Stamps recall history
-Stamps are works of art
-It's fun to collect stamps
-It's easy to collect stamps
-Stamps have value
-Tips for the beginner

QUESTIONS Turn each heading into a question. Use who, what, where, when, why, how.
-How do stamps recall history?
-Why are stamps considered works of art?
-What makes it fun to collect stamps?
-Why is it easy to collect stamps?
-When do stamps have value or how much value do stamps have?
-What are some tips for the beginner?

WRITE the questions in your notes.

READ the material to find the answers.

RECITE Now look at the questions and try to answer each. RE-READ if necessary.

Suggested for use with
ACTIVITY TWENTY-FIVE
(Transparency)

1. Stamps Bring the World to Your Door

Stamps recall history

With the help of stamps you can wander through lands, time and history. On a stamp expedition you can discover how things looked years ago. The traditional ways of life are dying out in our modern world, but they are preserved for us on stamps. The important events of the past, including the history of our own country, are recalled by special commemorative issues.

A stamp collection presents a picture gallery of great people of all times -- rulers, statesmen, warriors, explorers, artists, and scientists -- as well as their achievements and adventures. Stamps invite further study -- you will want to know about the people, places, and things that are shown, why they were selected, what their significance is (Hobson, 1974, p.9).

Suggested for use with
ACTIVITY TWENTY-FIVE
(Handout)

SQR^3

1. Look at the heading. Re-write it as a question: _____

   _____

   _____

   _____

2. Now read the paragraphs. List the tips that were given for beginners.

   a. _____

   b. _____

   c. _____

Suggested for use with
ACTIVITY TWENTY-FIVE
(Handout)

Tips for the beginner

The best advice for the would-be collector is to start right in and collect all the stamps that come your way -- nearly everyone starts "collecting" by trying to accumulate as many postage stamps as possible. This book will give you useful information about identifying, mounting, and arranging stamps. It will give you valuable tips about buying and selling stamps.

Since there are now nearly 150,000 varieties of stamps, you will soon realize that serious collecting will have to be limited to some workable project. Here you can read about the methods others have used to organize their stamps and about the kinds of collections they have built.

Whatever you decide to collect, study each stamp you get. Later, as you look through your album, you will delight in seeing and knowing the story of each of your possessions. There is a great deal of satisfaction in building a collection; in seeing it grow, stamp by stamp. There is a satisfying feeling of accomplishment in knowing that you have done the acquiring, sorting and mounting yourself and, of course, you can take pride in displaying your work.

A stamp collection can be a long-term project shared by every member of the family. Many of today's adult collectors began as youngsters. Stamps have a lasting interest and become more precious to their owner as he becomes familiar with each one. You will like collecting from the start, but your enjoyment will grow as you gain knowledge and experience along the way (Hobson (1974) p. 14).

Suggested for use with
ACTIVITY TWENTY-FIVE
(Handout)

1. SURVEY the chapter. Look at the headings.

2. QUESTION. Turn each heading into a question.

3. WRITE the questions in your notes.

   a. _____

   b. _____

   c. _____

   d. _____

4. READ the chapter to find the answers.

5. RECITE the answers to each question. RE-READ if necessary.

Suggested for use with
ACTIVITY TWENTY-FIVE
(Handout)

APPLIED SQR^3

2. Before You Begin

Stamp collectors are sometimes called philatelists. The formal term for stamp collecting is philately. All of philately focuses about these little pieces of paper called postage stamps. Before you begin, take a closer look at the stamps themselves.

On the surface

When you look at an assortment of stamps the first thing you notice is that every color imaginable has been represented. Collectors have given names to hundreds of colors, shades and hues. Of the variety of shapes and sizes, the vertical is commonest, but you can also find almost as many horizontal rectangles, plus squares, triangles, diamonds, even an octagon and an isosceles trapezoid!

The largest stamp ever issued is the 1913 four-part express delivery stamp of China, which measures 9 3/4 by 2 3/4 inches (covering about 20 square inches). The smallest is an 1863 stamp of the Columbian state of Bolivar which measures 5/16 by 3/8 inch (covering only about 1/6 of a square inch). (From the Guinness Book of World Records.)

The picture portion of a stamp is called the "vignette." On most issues, the vignette is enclosed within a frame. On many modern issues, the picture covers the whole stamp. Stamps are often used on international mail, so the name or some device indicating the country of origin appears, except on the stamps of Great Britain.

The national name has never appeared on English stamps, presumably because Britain was the first nation to use stamps, (beginning in 1840) and there was no need to differentiate them from stamps of other countries.

The first function of a stamp is to indicate the prepayment of a fee to the postal clerks so, of course, there must be an indication of its value.

Suggested for use with
ACTIVITY TWENTY-FIVE
(Handout)

The "margin" is the unprinted area outside the border of the design. As you will learn, collectors value accurately centered stamps with equal margins. Most stamps have a series of "teeth" or "holes" along the edge. These "perforations" allow the stamps to be separated easily. Some countries use a series of slits between stamps rather than punched holes, and such stamps are referred to as "roulette." No means of separation was provided for the earliest stamps and they had to be cut from the sheet with scissors. There are still occasional issues of "imperforate" stamps, without roulettes or perforations between them.

As mail passes through the post office, stamps are "cancelled," that is, invalidated to prevent their reuse. These cancellations are usually in the form of wavy ink lines or postmarks showing the name of the city where the cancellation was applied. Beginners generally get used stamps for their collection; cancelled stamps no longer have face value and cost less than "mint" or unused stamps. In many ways, used stamps are more interesting; you can be sure they have fulfilled their purpose of carrying mail and cancellation usually shows when and where they were posted. On the other hand, a heavy cancellation interferes with the full appreciation of a stamp as a work of art.

Many of the stamps illustrated in this book are used stamps. To show the kinds of stamps that are readily available to beginners, nearly all of the stamps illustrated are inexpensive varieties that you can collect easily or purchase from any dealer at low cost.

On the other side

When you become an experienced collector you will often refer to the back side of a stamp for information. Two stamps are not necessarily identical just because they look alike on the surface. The back side of a stamp will tell you about the kind of paper it is printed on, whether the paper was watermarked and, if it is an unused stamp, you can see the gum. In judging the condition of a stamp you will soon find it very important to check the back side for thin spots and old hinges.

The beginner is usually not concerned with these minor variations. Many collectors never do bother with anything more than "face-different" stamps. There are some technical things beyond the scope of this book and of most collectors. In the chapter on advanced collecting you will learn how to recognize and identify watermark varieties. When you first take up the hobby, however, it is enough to know that if you have the time and inclination really to study and examine your stamps there can be more to collecting than getting one of each kind and putting it in an album.

Different kinds of stamps

Part of the fun of collecting is getting acquainted with the different types of stamps.

A postage stamp represents the promise of a government to perform a certain postal service, but the modern postal system provides a variety of services and sometimes different stamps are used for each one. Many stamp catalogues and albums have separate listings for each group of stamps so you will have to learn to recognize the various classifications:

GENERAL ISSUES. General issues are stamps that can be used for regular mail or any other service. In the United States, for example, general issues may be used for regular mail or a service, such as special delivery, even though there are distinctive special delivery stamps. (Special delivery stamps, however, cannot be used for regular service.)

AIRMAIL. The design of airmail stamps usually has wings or an airplane or some other symbol of flying. Special stamps that are readily identified for airpost service speed the dispatching of mail to the airport.

SPECIAL DELIVERY. These stamps show payment of the fee for the special service of having a letter taken from the receiving post office straight to its destination by a postal messenger ahead of the regular delivering postman.

POSTAGE DUE. Stamps in this class are used on letters or parcels which were mailed without sufficient postage, or are being returned to the sender because of a faulty address, refusal to accept, or some similar reason. They show the postman how much he must collect before handing over the item.

In addition, you will occasionally come across stamps for other special services such as parcel post, registered or certified mail, special handling for parcel post, newspaper stamps, and pneumatic post stamps from Italy for letters sent through underground tubes.

The basic stamp issue of a country is called the "definitive issue." The definitives include a wide enough range of denomination to prepay the lowest unit rate or the highest. The stamps are usually of convenient size and are intended for use over an unspecified period of time. They are available concurrently with special commemorative or semi-postal issues. Temporary issues of stamps placed in use pending completion of a regular issue are called "provisionals." Commemorative stamps, on the other hand, are issued in limited numbers and, when sold out, are seldom reprinted. They have pictures and inscriptions calling attention to the person or event being commemorated and are usually larger than normal stamps to allow more area for the design. The beauty and historic significance of commemoratives often create an interest among people who are otherwise indifferent to stamps.

Semi-postal stamps provide a government-supported means of raising money for worthy projects. Semi-postals are sold to the public through post offices for more than their postal value; the difference is turned over to the selected cause. Semi-postal stamps are imprinted with both values -- the amount for valid prepayment of postage and the surtax the purchaser pays. After a specified time these stamps are declared obsolete for postal use. The public can still buy regular stamps for their mail at no premium, but semi-postal designs are particularly handsome to encourage their use. Funds raised are usually for child-welfare, the Red Cross or other organizations of undoubted merit. Issues like the French stamps for unemployed intellectuals may be open to question. The United States and Great Britain are two countries that have never used semi-postals.

Overprinted stamps

In every assortment of stamps you will find some that have an "overprint," not a cancellation but a mark, inscription or design on the face that was not part of the original design. These overprints are especially interesting because they alter

the value, use or locality of the stamp to fill a temporary need. Others may show a lost war or a change in government. A few overprints commemorate an occasion or a person and were probably made because there was not time to design and print a regular commemorative stamp. Most overprints are to change the value of a stamp; this kind of special overprint is called a "surcharge." Collectors, of course, consider an overprinted stamp completely different from the original stamp without the overprint.

In many countries, "official" stamps used on government business are overprinted with that word to prevent unauthorized use. They are usually for general use of all branches of government but sometimes "departmental" stamps are overprinted with the name of a department for the exclusive use of that particular department.

When a foreign army moves into captured territory, "occupations stamps" may be issued for use in conquered territory. Some nations produce whole new issues for occupational use, but more often stamps of the victorious nation are overprinted for use in the conquered area. Collectors can follow the fortunes of war by studying their stamps.

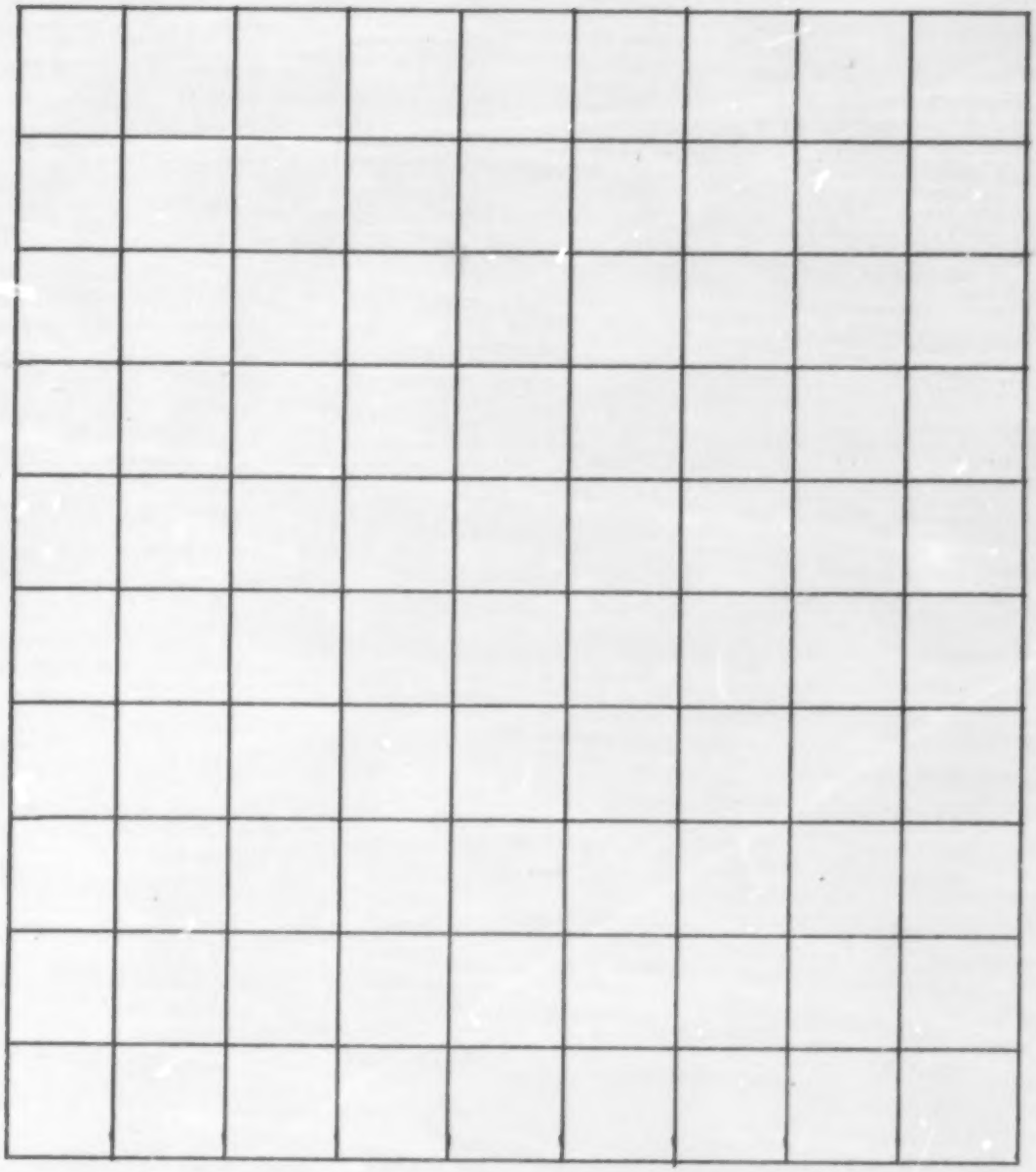
City names overprinted on the face of U.S. stamps do not alter the use of the stamps. These are "precancelled" stamps which have been invalidated before being applied to mail. They are used only under permit by large firms to save a step in processing their mail. Canada, France and Belgium are other countries using precancelled stamps.

Every stamp has a story behind it. Not only does the stamp face indicate the intended use (sometimes the date), and the circumstances of its issue, but there is a story told by the design; you can learn why it was chosen and a little about the people and places pictured.

Suggested for use with
ACTIVITY TWENTY-SEVEN

PRE-TEST

Use Roman numerals to number the grid from one to one hundred.



100 TOTAL
\- ____ NUMBER WRONG
% NUMBER RIGHT

Suggest for use with
ACTIVITY TWENTY-SEVEN

ARABIC NUMERAL GRID

1								
								100

Circle 1, 5, 10, 50 and 100.

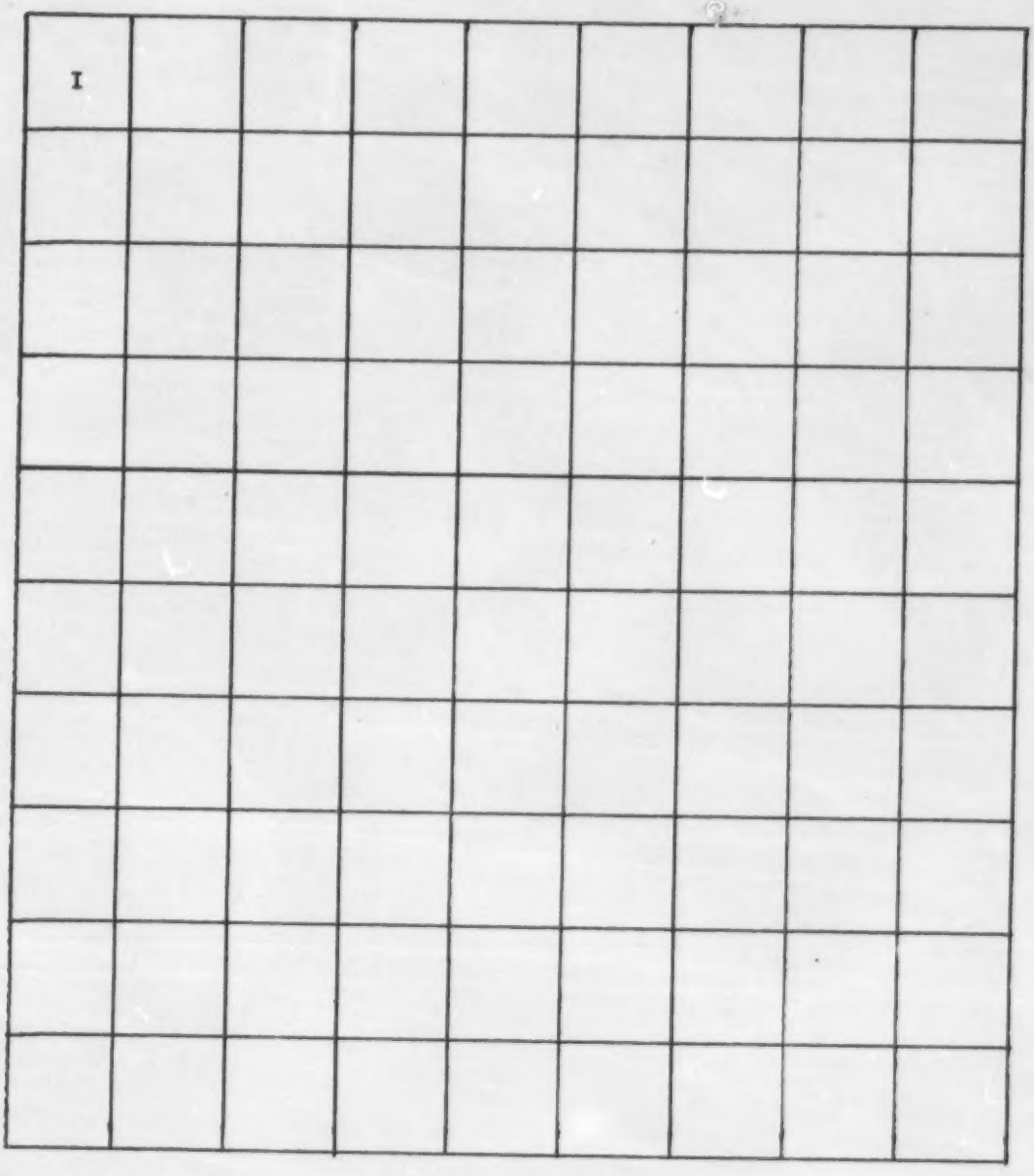
Suggested for use with
ACTIVITY TWENTY-SEVEN

ROMAN NUMERALS TO TWELVE

1	I	7	VII
2	II	8	VIII
3	III	9	IX
4	IV	10	X
5	V	11	XI
6	VI	12	XII

Suggested for use with
ACTIVITY TWENTY-SEVEN

ROMAN NUMERAL GRID



Circle 1, 5, 10, 50 and 100.

Suggested for use with
ACTIVITY TWENTY-SEVEN

ROMAN NUMERALS TO ONE HUNDRED

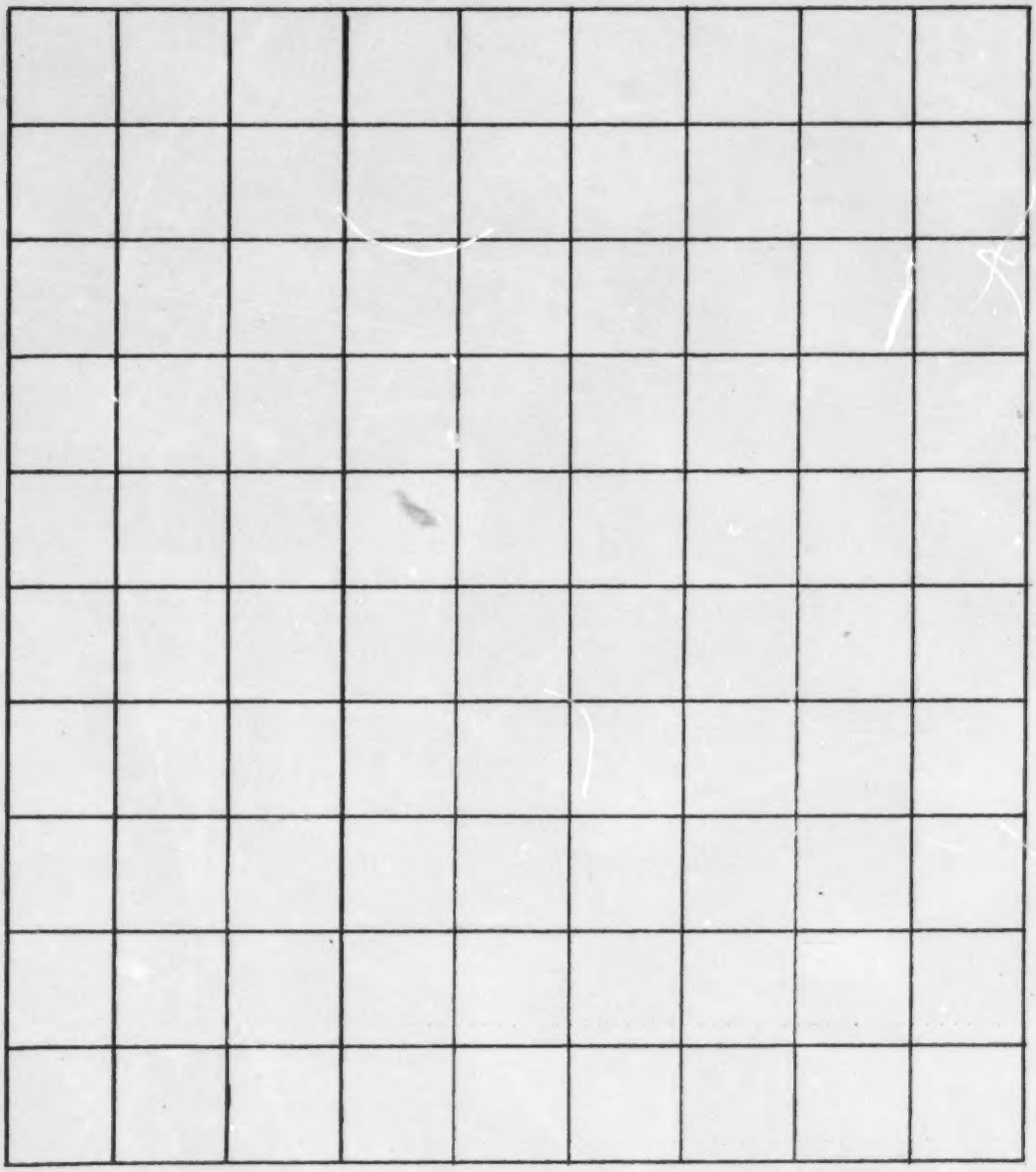
I	V	X	L	C
1	5	10	50	100

IV 1 before 5	V 5	VI 1 after 5
IX 1 before 10	X 10	XI 1 after 10
XL 10 before 50	L 50	LX 10 after 50
XC 10 before 100	C 100	CX 10 after 100

Suggested for use with
ACTIVITY TWENTY-SEVEN

POST-TEST

Use Roman numerals to number the grid from one to one hundred.



100 TOTAL
____ NUMBER WRONG
% NUMBER RIGHT

Suggested for use with
ACTIVITY TWENTY-SEVEN

ROMAN NUMERALS TO A MILLION

I	V	X	L	C	D	M
1	5	10	50	100	500	1000

1	I					
2	II		20	XX	200	CC
3	III		30	XXX	300	CCC
4	IV		40	XL	400	CD
5	V		50	L	500	D
6	VI		60	LX	600	DC
7	VII		70	LXX	700	DCC
8	VIII		80	LXXX	800	DCCC
9	IX		90	XC	900	CM
10	X		100	C	1000	M
					100,000	$\overline{C}$
					500,000	$\overline{D}$
					1,000,000	$\overline{M}$

Write the following years:

1745 _____ 1750 _____
1845 _____ 1850 _____
1945 _____ 1950 _____

The year you were born _____.

The current year _____.

The year of America's Bicentennial _____.

Suggested for use with
ACTIVITY TWENTY-SEVEN

CONFERENCE WORKSHEET

I. My Work

A. What is the best thing that's happened to you at school during the last month? _____

_____

B. List your subjects. Beside each subject write something you learned and enjoyed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

C. What examples of your work would you like to bring to your conference?

D. List some of your other daily activities. What do you like about these?

1. _____
2. _____
3. _____
4. _____

Suggested for use with
ACTIVITY TWENTY-SEVEN

II. My Attitudes

A. I've improved the most in _____

because _____

_____

_____

_____.

B. I was surprised about myself in _____

because _____

_____

_____

_____.

C. I know that what I learned in _____

will be useful to me later because _____

_____

_____

_____.

D. To me parent conferences are _____

because _____

_____

_____

_____.

Suggested for use with
ACTIVITY TWENTY-SEVEN

III. My Goals

A. Something I want to learn during the next month is _____

_____

_____

_____.

B. Something I can do to learn it is _____

_____

_____

_____.

C. Something the school can do to help me learn it is _____

_____

_____

_____.

D. Something my parent or parents can do to help me learn is ____

_____

_____

_____.

Musical Merchandise

FOR RENT
Pianos & Organs for your beginning child. Rentals apply on purchase.
SHAW MUSIC CO.
17 N. 10th.—443-7856

Miscellaneous for Sale

AIRLINE Console stereo, 8-track, am-fm stereo and turntable. Like new. Best offer. 474-8912 between 5-8pm.

APARTMENT SALE: Furniture, household goods. 443-4946.

APPLES—Nice Lodi sauce apples. Bushel quantities only. 445-1491.

Bass, Bluegill and Channel Cat for sale.
NORTHUP FISH HATCHERIES
474-6286

BLACK DIRT
Wingate Excavating, 887-2307.

BLACK DIRT
W. C. Fellows 449-5347.

CONSOLE & COMPONET STEREOS with slight damage in shipment. Also factory close-outs and floor samples. Save & buy below cost.
Freight Salvage Outlet Store
1106 Bus. Loop 70 E.
Hours, 10 a.m. to 8 p.m.

EXCAVATING: Basements, ponds, clearing. Black dirt & gravel delivered. M & S Excavating. 445-1531.

FOR SALE: Used carpet, $1 per yard. See at 301 Tiger Lane. Shown Tues., Thurs., & Sat. Call 445-2221 for appointment.

HONEST CHARLIE'S
NEW & USED furniture.
7313 I-70 Dr. Southeast 474-7513

HOST dry carpet shampooers available at Mid-City Lumber, 2106 Paris Rd., 474-6139.

IBM Dictating equipment, used. $100 each. Dictator, transcriber or portable. 30 day guarantee. Cal-Type Inc. 449-2461.

NEW IBM Selectric II self correcting typewriter, priced to sell. Details, 443-3472 after 5:30 p.m.

RICKER'S USED FURNITURE
Bookshelves, lamps, dishes, 909 No. Garth, 443-4913.

Sewing machine-$15, table-$3, solid wood end table-$25, lawnmower-$50, pictures-50c each. 449-8257.

Soft icecream machine-Taylor. Large, 6860. 698-4181.

USED RAILROAD TIES—Trailer load minimum. (405) 321-2961.

WANTED to buy—Old barn or used lumber and beams. 474-5589.

Employment

DORMITORY SUPERVISOR position open at Missouri Military Academy, Mexico. Full or part time. Contact Col. Charles Stribling III, President.

ELECTRONIC TECHNICIAN, experienced, full-time. Rogers House of Zenith, Garth & Walnut.

Experienced part-time service station attendant. Crossroads West Standard, 445-3315.

Experienced tire service man. Excellent salary and fringe benefits. Apply in person-McKnight Tires.

Experienced auto mechanic wanted. See Dale, Sinclair, 2100 Rollins Rd.

JCPenney

Is seeking full-time maintenance custodian. Generous benefits. Apply in person,
Personnel Office
Parkade Plaza
9:30 a.m.-11:30 a.m.—12 noon to 5 p.m.
Monday through Saturday.
An Equal Opportunity Employer M/F

JCPenney

Is seeking full and part-time counter attendants at our snack bar. Apply in person,
Personnel Office
Parkade Plaza
9:30 a.m.-11:30 a.m.—12 noon to 5 p.m.
Monday through Saturday
An Equal Opportunity Employer M/F

LEGAL SECRETARY
IMMEDIATE opening; Send resume to P.O. Box 6-SM, c/o The Columbia Daily Tribune.

LOOKING For experienced laundry girl and maid. Apply in person. Stephens Motel.

LOOKING FOR A SALES CAREER INSTEAD OF A JOB
FOR the right person, we will provide schooling and field training with a guaranteed income of $1,000 a month to start. Must be over 21, have car, bondable and ambitious. Call Larry McBee, 314-665-5711, Monday thru Friday, 9 AM to 4 PM.

MANAGER TRAINEE
Mark Twain Steak House now taking applications for Manager Trainee. Company benefits include medical benefits, paid vacation, applicants must be 21 years of age or older. Apply between the hours of 2 to 5 PM, Mon. through Sun., Mark Twain Steak House and Restaurant, 1316 Parkade.

MANAGER WANTED for a new business opening soon in Columbia; must have hardware and/or building material background and proven management ability. High five figure starting salary plus chance for part ownership. Send resume to Box 5-TM, c/o The Columbia Daily Tribune.

MATHEMATICS teaching position open at Missouri Military Academy, Mexico. Contact Col. Charles Stribling III, President.

MEDICAL office secretary, dictaphone, bookkeeping, enjoy dealing with general public. Experience necessary. 442-8836.

MID-MISSOURI hotel is looking for an experienced Sous Chef. Must be well versed in our areas preparing banquet service, purchasing and administration of help. Send resume and salary history to P.O. Box 1347, Columbia, Mo.

MID-MISSOURI hotel is looking for an experienced Executive Chef. Must be well versed in our areas preparing banquet service, purchasing and administration of help. Send resume and salary history to P.O. Box 1347, Columbia, Mo.

Employment

MAID WANTED. Part-time weekends only. Apply in person, All States Motel.

WAITRESS WANTED: Full and part-time. Apply in person, Ed's Cafe, 5th and Broadway.

WANTED: Mature women who desires a position caring for the elderly. Full time, evening shift. Experience preferred, but not required. References are a must. Begin first week in July. Apply Columbia House Healthcare, 1801 Towne Dr. 474-6111.

WANTED: Individual with mechanical and/or body work experience to train for Hurst Hatch Top installation. Apply at D. W. Auto Repair, 1208 N. Garth. 449-3859.

WANTED: Experienced carpenter. 443-8126; 442-4510.

WANTED-Part-time waitresses and delivery persons. Apply in person after 4:00.
PAGLIAI'S
1201 E. Broadway

Situations Wanted

BABYSITTING: Hallsville area, Mon.-Fri. $5 per day. 696-3663.

Babysitting-Experienced mother & sitter, large playroom & backyard. Route PP area. 474-7973.

General Housecleaning. Experience and references. 442-4147.

Will do babysitting, my home. Licensed, fenced yard. 1 yr. or older. 443-6088.

Suggested for use with
ACTIVITY TWENTY-EIGHT

MATCHING JOBS AND PEOPLE

Paste your Want Ad in this box.

	LANGUAGE ARTS (Reading, writing, speaking, listening, and spelling)	MATH	SCIENCE	SOCIAL STUDIES	MUSIC	ART	PHYSICAL EDUCATION	GETTING ALONG WITH PEOPLE
This job needs a worker who is good in ..								
This job also needs a person who likes ...								

APPENDIX A

TEACHING POINTS FOR INTERPERSONAL EFFECTIVENESS DOMAIN

Activity	Georgia Goal	Human Relations Skills
1	A. Behavior Affects Behavior	There is a relationship between actions and responses.
2	B. Friendship	Our need for friendships causes us to seek friends.
3	C. Expressing Opinions	The "I" message is a verbal method of self-expression.
4	D. Acceptable Behaviors in Groups	Roles are characteristic behavior patterns that develop as a part of group interaction.

Activity	Georgia Goal	Relating with Significant Others
5	E. Competitiveness and Cooperativeness	Cooperativeness with peers and adults produces desired results.
6	F. Family Relationships	Conflict management strategies help foster effective family relationships.

Activity	Georgia Goal	Self Validation
7	G. Worthwhileness	Feelings of worthwhileness can result from life events.
8	H. Control Over Self and Environment	The logic of a response is related to the logic of thought and feelings about an initial action.
9	I. Individual Differences	Changes occur in characteristic behaviors and abilities of self and others.

APPENDIX B

TEACHING POINTS FOR WORK AND LIFE SKILLS DOMAIN

Activity	Georgia Goal	Daily Living Skills
10	A. Consumer Skills	The ability to analyze advertising is a consumer skill.
11	B. School Relevancy	School experiences relate to the activities of the leisure participant.

Activity	Georgia Goal	Task Responsibility and Employability
12	C. Dependency in Task Accomplishment	People work together in different situations.
13	D. Value from Tasks Well Done	Rewards come from ourselves and from others.
14	E. Purpose and Steps of a Task	Breaking a task into specific steps makes it more manageable.
15	F. Personal characteristics and Job Fields	Personal likes and dislikes are related to job fields.

Activity	Georgia Goal	Work and Leisure Environments
16	G. Work and Leisure Activities	There are differences and similarities between work and leisure.
17	H. Respect for Work Well Done	Work roles have purposes.
18	I. All People Work	Non-work activities of workers are examined.
19	J. Work Roles Change/ Multiple Roles	A worker may have multiple roles at the same time.
20	K. Interests and Abilities Relate to Job Clusters	Interests and abilities can relate to several jobs.

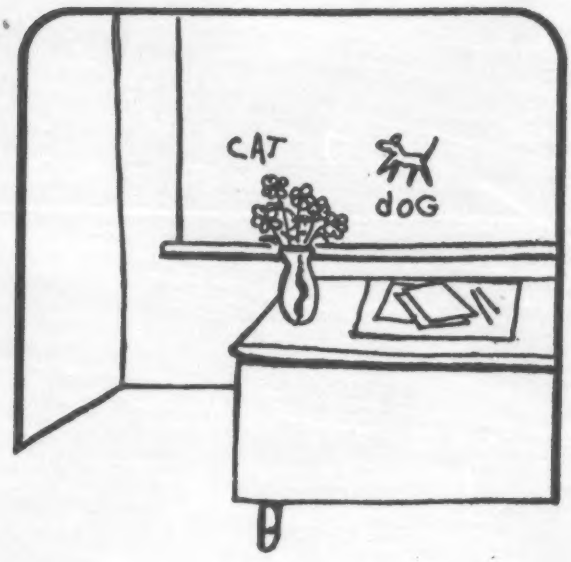
APPENDIX C

TEACHING POINTS FOR LIFE CAREER PLANNING DOMAIN

Activity	Georgia Goal	Planning Skills
21	A. Attitudes and Values Affect Decisions	Attitudes and values affect decisions and life styles.
22	B. Decisions Made by Self and Others	Students' lives are influenced by decisions made by others.
23	C. Alternative Decision-Making Courses	Alternatives, consequences and risks are part of the decision-making process.
24	D. Planning versus Trial-and-Error	Planning is more effective than trial-and-error.

Activity	Georgia Goal	Educational Environment
25	E. Demonstrating Effective Study and Learning Skills	SQR^3 is presented as an effective study system.
26	F. Using Listening and Speaking Skills	Use preliminary skills before verbalizing in group situations.
27	G. Individual Ability, Progress, and Methods of Improvement	Self-evaluation deals with progress on a specific concept and on general progress over time.

Activity	Georgia Goal	Self Understanding
28	H. Individual Abilities Aid in Task Accomplishment	Individual abilities contribute to the completion of specific tasks.
29	I. Learning in Life Situations	Learning has occurred in life life situations of others.
30	J. Clarifying and Expanding Interests and Capabilities	Interest can be expanded through experience and exposure.



Bibliography

Amatea, E. (Project Director) The yellow brick/road: A source book of career guidance strategies for the elementary counselor and teacher. Tallahassee, Florida: Career Education Center, College of Education, Florida State University, 19 .

Bernhardt, E. [illegible]an decide (Developmental Level K-3). Columbia, Missouri (Missouri Career Education Curriculum Project, Norman Gysbers, Director): University Instructional Materials Laboratory, 1974.

Canfield, J. & Wells, H. 100 ways to enhance self-concept in the classroom: A handbook for teachers and parents. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1976.

Davies, P. (ed). The American heritage dictionary of the English language (paperback edition). New York, New York: Dell Publishing Co., 1970.

Dumas, E., Howard, F. & Dumas, J. Arithmetic Charts Handbook. Belmont, California: Fearon Publishers, Inc., 1960.

Fitzgerald (Dunlap), S. You at work: Who . . . Where . . . When . . . (Developmental Level K-3_. Columbia, Missouri (Missouri Career Education Curriculum Project, Norman C. Gysbers, Director): University Instructional Materials Laboratory, 1974.

Gordon, T. Parent effectiveness training. New York: New American Library, 1975.

Hawkins, M. & Cowles, R. Discussion and things to do (Grades 7-9). Florissant, Missouri: ESEA, Title III Project, Ferguson-Florissant School District, 1975.

Hobson, B. Stamp collecting for beginners. North Hollywood, California: Wilshire Book Company, 1974.

Hopke, W. & Parramore, B. Children's dictionary of occupations. Philadelphia, Pennsylvania: Career Futures, Inc., 1974.

Howe, L. & Howe, M. Personalizing education: Values clarification and beyond. New York: Hart Publishing Company, Inc., 1975.

Jardine, H. You and your interests: Old and new Columbia, Missouri: University Instructional Materials Laboratory (Career Education Curriculum Project - Norman C. Gysbers, Director), 1976.

Klausmeier, H. & Goodwin, W. Learning and human abilities. New York, Harper & Row Publishers, 1961.

Sharpe, D. Bread and butterflies: A curriculum guide for teachers. Bloomington, Indiana: Agency for Instructional Television, 1974.

Stephens, J. & Evans, E. Developmental and classroom learning: An introduction to educational psychology. New York: Holt, Rhinehardt and Winston, Inc., 1973.

Thompson, E. Let's talk about it: A guidance unit on group communication skills. Mesa Public Schools: Mesa, Arizona, 1975.